DOCUMENT RESUME

ED 162 682 JC 780 599

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TITLE	Computerized Vocational Information and Decision-Making in Secured Environments in New York State.
INSTITUTION	City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.; New York State Education Dept., Albany.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jul 77
GRANT	VEA-77-2-380
NOTE	81p.; Parts of appendix may not reproduce clearly
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	Correctional Education; *Corrective Institutions; *Dial Access Information Systems; *Guidance Counseling; Guidance Services; Information Needs; Institutional Characteristics; Occupational Information; On Line Systems; *Prisoners; Program Descriptions; *Rehabilitation Counseling; Vocational Counseling
IDENTIFIERS	*Guidance Information System

ABSTRACT

A study was conducted on the use of the Guidance Information System (GIS), an on-line computer information retrieval system for occupational, two-year college, four-year college, and scholarship and financial aid information, in four detention/correctional facilities in New York. These were the Queens House of Detention for Men (QHDM), Brooklyn House of Detention for Men (BHD), New York City Correctional Institution for Women, and Queensborough Correctional Facility (QFC). The study revealed that differences in utilization rates among similar types of sites (GIS-use was also studied in high schools and community colleges) were as great or greater than those between sites; the rate of use at QHDM was several times that of the Women's Correctional Institution--the site with the second highest rate of use. In all sites, whether colleges, high schools, or prisons, which were deemed "reluctant" because of underutilization of the system, the decision to participate was usually made by an administrator who remained removed from the day-to-day operations and did not provide ample support to those directly in charge of the project. It was also found that the more fragmented the organizational structure of the institution, the greater the lag in full project implementation; secured environments were generally slowest in integrating GIS into on-going programs. Staff reaction at most prison sites was favorable. (MB)

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COMPUTERIZED VOCATIONAL INFORMATION AND DECISION-MAKING IN SECURED ENVIRONMENTS IN NEW YORK STATE

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in cooperation with the
Grants Administration Unit
The Bureau of Two-Year College Programs and the
Division of Occupational Education Supervision
The New York State Education Department
University of the State of New York

CASE 09-77
July 1977

The program reported on herein was performed under VEA Grant No. 77-2-380

JC 780 599

FOREWORD

Over the last four years the Institute for Research and Development in Occupational Education (IRDOE) has included within its roster of projects several concerned with the delivery of occupational information for career planning. In recognition of the economic plight of schools throughout the State and the country, our efforts have stressed cost-effectiveness through the use of available technology (computers) to reduce the clerical and information-search functions, and to free counselors and others for the more professional tasks. Additionally, consideration has been given to the special requirements of large urban school systems, special needs populations and, in this particular case, the needs of persons in secured environments.

It was with the recognition that efforts at habilitation or rehabilitation in prisons, detention centers and the like require appropriate goals and motivation on the part of inmates that IRDOE undertook to test the feasibility of providing computer-assisted occupational information delivery to them. The results of the demonstration/study are reported herein. Also included are special considerations for those who would replicate similar projects in like institutions. Readers are invited to communicate with IRDOE for additional information and/or to provide supplemental information regarding their exemplary programs.

Lee Cohen, Director
IRDOE

ACKNOWLEDGMENTS

The authors gratefully acknowledge a debt to an array of individuals and agencies who made this project possible:

- The Grants Administration Unit, New York State Education Department, for their support of a project that represented activity in an unknown milieu;
- The New York City and New York State Departments of Corrections for their cooperation. The help provided by Mr. Robert Alper was invaluable;
- The Director of CASE, Dr. Max Weiner, for his encouragement;
- Dr. David Heaphy, Director, and Dr. William Sutton, counselor, Adult Learning Center, as well as Captain English and the Warden of the Queens House of Detention for Men for their interest and endeavors in our behalf;
- Mr. Neil Horton, Project Director, and Professor Judy McGaughey, New York City Community College-Continuing Education and Extension Services, and the administration of the Brooklyn House of Detention for their willingness to implement this project;
- Mr. David Miller, Director of Education, Green Haven Correctional Facility who, together with the Superintendent, worked diligently to further our goals;
- Ms. Marion Hudson, teacher at P.S. 233, Ms. Frances Freeman, Program Director, and Captain Sobers and Superintendent Murph at the New York City Correctional Institution for Women for their tenacity in making this a viable project;
- Mr. Jim Zeccola, Educational Supervisor, and Superintendent Jesse Arnette, Queensborough Correctional Facility, for their contribution;
- Roslyn Fisher, a project counselor at IRDOE who, in addition to her interest and enthusiasm contributed time to visit sites, prepare and draft materials, and who often served to put things in a more human perspective;
- IRDOE's Project Assistants, Jean-Marie Bain, Sol Magzamen, and Randa Sununu. Their individual accomplishments and contributions are too numerous to mention. We are equally fortunate in having the help and advice of Judy Cicerale, Arnold Jaffe, and John Ritter;
- To neglect the activities of Mr. Russell Nutter, Ms. Melanie Bentley, and Ms. Jacqueline Audouin would be a disservice to our readers. Ms. Audouin typed the first versions of this manuscript; Mr. Nutter produced it in final form, while attending to numerous other duties involved in the project's management. Ms. Bentley, IRDOE's administrative assistant, kept us all in line--then unravelled the knots.

Thank you.

Barbara R. Heller — Project Director

Linda Chitayat Gross — Project Associate

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COMPUTERIZED VOCATIONAL INFORMATION AND DECISION-MAKING IN SECURED ENVIRONMENTS IN NEW YORK STATE

INTRODUCTION

By October 1975, the Institute for Research and Development in Occupational Education (IRDOE) was well into its second year of a demonstration of automated occupational information delivery in several community colleges in the City University of New York system. La Guardia Community College, one of the colleges that had been a participant since the project's inception, was embarking on a new venture--the initiation of an on-site "college" housed in a local detention center. Having seen and worked with college students at the campus computer terminal, La Guardia staff expressed interest in trying a similar approach to the problem of providing information to a population which, by definition and design, has extremely limited access to all resources.

After a series of exploratory meetings with La Guardia Community College, it was tentatively agreed that: There is a need for this service; there is sufficient interest on the part of the Department of Corrections administration to support the concept; it complies with the New York State Education Department's priorities and supplements their other funding efforts; and it furthers IRDOE's commitment to a statewide computerized occupational information system.

In April 1976, IRDOE and La Guardia Community College were invited to submit full applications for separate but related demonstrations offering vocational information services to secured environments in New York State. Both proposals were funded by the University of the State of New York, the State Education Department, Grants Administration Unit, under the Vocational Education Act. This report describes those aspects of the project managed and evaluated by IRDOE.[1] Written in narrative style to convey the full flavor of the experience, the authors anticipate that it can serve as a guide to others undertaking familiar activities in an unfamiliar milieu.

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[1] VEA #77-2-380

OVERVIEW

Needs and Objectives

The concept of rehabilitation of criminal offenders is a relatively recent development in penal history. Despite the fact that public sentiment is often negative--especially when the rehabilitative activity appears expensive and bounteous--it has taken many forms: skills development, self-awareness through dramatic and creative arts, behavior modification, work-release, chemotherapy. The form notwithstanding, there is consensus that rehabilitative programs include a vocational emphasis to meet the offenders' real or perceived needs for employable skills so that they may be directed into occupations that are productive and rewarding--a service both to themselves and the community-at-large.

In October 1975 a National Workshop on "Improving Vocational Education in Correctional Institutions" was held in Columbus, Ohio. Among the needs identified by the workshop leaders and participants were:

- "More adequate systems for assessing the needs and interests of inmates...
- ...how to motivate the incarcerated learner...
- Program offerings that are structured flexibly [because the population consists of] short-term students who enter and leave at various times...
- ...more information about the relevant job market [and greater participation] in the post-release...placement of ex-convicts...
- ...increased inter-agency cooperation...
- ...the possible use of non-professionals to improve the learning environment."

At first glance, the use of computerized information in correctional institutions seems either a frivolous concept or an exciting one. But after giving serious consideration to the high degree of congruence between the vocational needs of the incarcerated learner--as detailed by the Ohio group--and the attributes of computerized delivery of occupational information as reflected in our experiences with the Guidance Information System in public secondary and postsecondary schools,[1] it was

[1] See: Heller, B. R. A Demonstration of a Computerized Information Delivery System in Four Urban Community Colleges, September 1975, CASE #20-75; Chitayat, L., A. Jaffe, and B. R. Heller. A Continuation of a Demonstration of Computerized Occupational Information Dissemination in Four Urban Community Colleges, August 1976, CASE #38-76; and Heller, B. R. and L. Chitayat. Computer-Assisted Guidance in New York City High Schools: A Demonstration of Feasibility and Impact on Students, November 1976, CASE #41-76.

decided that a project such as this would be a promising undertaking. First, with the advent of computer "time-sharing "--a system by which even the remotest site can be hooked up to a computer by means of a telephone connection--it is possible to bring the mountain to Mohammed, electronically.

Second, the Guidance Information System (GIS) is designed for use on a short-term basis. Although approximately 45% of high school and a large proportion of community college students used it more than once, there are advantages accruing to limited exposure; these include access to more and more varied occupational information and familiarity with a piece of modern technology.

Third, GIS is structured flexibly, and permits a user to ask either about specific occupations or places for training, or enables him/her to engage in exploration. The former capability provides generally useful, accurate, up-to-date information; the latter capability of the system (called a "search"--see page 5 for a description of the Guidance Information System) allows a user a new way to assess his/her needs and interests: by considering or eliminating characteristics that match one's strengths and weaknesses, interests and aptitudes, and comparing resulting occupations, the user learns to identify and verbalize the path (s)he needs to take.

Fourth, all evidence--from student users and professional counselors and educators--indicated unequivocally that a computerized system was highly motivational and an enjoyable way to seek out information. Students are fascinated by the interaction with the computer and are prompted to share the information with friends.

Last, based on IRDOE's past experiences, not only do users like the project, demonstrate interest in the computer as an informational tool and find excitement in the technology, but it satisfies a diverse group of people coming with differing needs and questions.

By the time IRDOE and staff from La Guardia Community College were well along in their discussions, it had become apparent that such a computerized delivery vehicle might be designed to satisfy the two other needs identified at the Ohio workshop: inter-agency cooperation, and the use of non-professionals to improve the learning environment. By project design, inmate-tutors could be involved in the educational

experience as terminal operators. By careful site selection, several State, Federal, and City agencies and funding groups could be coordinated. There were, however, many unknowns.

These concerned difficulties anticipated with working in environments not primarily dedicated to educational concerns; with interfacing with non-educational agencies; with security; and with installing a system intended for use by a typical high school senior in a setting where the population is far removed in terms of age, level of formal academic attainment, and constraints on activities. Given these circumstances, a convincing case could be made for trying a demonstration project in a limited number of sites.

The overall goal of the project proposed was to determine the feasibility, usefulness, and impact of providing computerized vocational information to adults in selected secured and otherwise relatively remote environments. That is, to assess the informational, motivational, and interest-generating capability of computers as a way of increasing the quality of contact between the incarcerated adult and the outside world.

More specifically, in this demonstration project, IRDOE sought to:

1. Coordinate a varied computer-based vocational assistance program at four to five different correctional institutions. These sites would include detention centers, correctional facilities, and halfway houses.
2. Determine the feasibility of and identify the issues--including security, level of interest and support, nature of resistance--in implementing a computer-based vocational counseling program in secured settings.
3. Determine the extent to which the computerized information resource is used in the various settings.
4. Ascertain whether a computerized approach provides inmates (or detainees) with increased knowledge on which to base vocational and educational plans; improves inmates' decision-making skills and understanding; and results in an increased interest in or enrollment in educational classes, either those based at the correctional facility, or in the community upon release.

5. Compare and contrast the problems, utilization, and usefulness of the computerized system in minimally equipped vocational counseling settings (computer access only) with a more comprehensively equipped counseling center (computer access plus vocational counselor plus vocational library). And,
6. Provide selected inmates (or detainees) with a work opportunity as computer terminal operators.

Project Description

According to the plan as proposed, the major elements of the demonstration included use of the Guidance Information System; selection of sites based on diversity of population, variations in extensiveness of vocational-educational involvement, participation of other agencies: and provision of payment to inmates serving as teletypewriter terminal operators. In this section, we will briefly describe the project's design; in the sections following we will present the project as it operated during the 1976-77 year.

The Guidance Information System. The Guidance Information System (GIS) which first became operational in 1969, is owned and marketed by Time Share Corporation (TSC), an affiliate of Houghton Mifflin. Originally targeted at the 11th or 12th grade high school student, this computerized system has been used--with varying degrees of success--at the community college level and in community-based resource centers. Using a teletypewriter terminal, the user (student, counselor, paraprofessional) with the aid of printed materials types in simple instructions requesting the desired information from one of four files: an Occupational File, a Two-Year College File, a Four-Year College File, and a Scholarship and Financial Aid File. The computer responds to the request almost immediately by typing the appropriate responses from the permanently stored data. The request and response simulate a rudimentary conversation. This aspect of GIS--the direct interaction between the user and the information--is one of the system's unique features. The system can be, and often is used in various other ways: by counselors conducting small-group advisement sessions; by staff looking for new career opportunities for themselves, their children, and friends; by students seeking support for decisions that may be at variance with parental desires; and by

subject matter teachers to obtain lists of, for example, occupations in which numerical ability is required.

GIS permits use in instances where direct interaction between the user (e.g., a student) and the computer is not feasible because of constraints stemming from such things as student absenteeism. In these instances, the terminal operator (counselor, faculty, paraprofessional, CETA personnel, student aide, work-study student) "batches" the request for the client and presents him/her with the printed output at a later date.

Essentially, GIS can be used in two ways: for "searches" and/or for obtaining descriptions of a specific item(s) in one of the four data files.[1] In conducting a search the user (or terminal operator) needs to be familiar with those commands instructing the computer to consider a characteristic, remove a characteristic from consideration, or delete a characteristic that was previously considered.[2] Thus, as an example, a user might instruct the computer to search the occupational file and consider occupations in the health cluster that do not require more than 14 years of formal education and for which the entry level salary is $25,000+. Based on the probable computer response that few or no occupations meet these three specifications, the hypothetical user may very well have to modify one or another requirement.

A search is complete when the user has narrowed his/her specifications so that 25 or fewer occupations (or colleges) meet them The computer is instructed to list these and the user may obtain a detailed description of one or more items on the list. A user can choose to enter the system at this point if (s)he knows the specific occupation (or college) (s)he is interested in, and if that college or occupation is included in GIS as indexed in the Manual. Because the files differ in exhaustiveness the user is more likely to be able to locate a specific college than a specific occupation.

The Occupational File contains information on more than 1200 occupations selected from the 30,000+ in the Dictionary of Occupational Titles.

[1]For other descriptions of GIS, see B. R. Heller; L. Chitayat, A. Jaffe, and B. R. Heller; and B. R. Heller and L. Chitayat, op. cit.

[2]Other commands are available, and finesse with the system employs them all, although information can be retrieved with these basic instructions.

They are arranged and retrievable by cluster, by characteristics WITHIN industry, by interests, aptitudes, amount of formal education usually required or preferred by employers, training other than formal education, and usual entry level salary. Once a specific occupation is identified, the user may obtain--in addition to those characteristics noted--the employment outlook, areas of work where people may be employed, work activities, working conditions, physical demands, other qualifications (e.g., license), and usual highest level earnings range.

The Two-Year and Four-Year College Files contain information about 1,000 and 1,600 colleges, respectively. They are arranged and retrievable by major, geographic location, size of city, total enrollment, coeducation, religious affiliation, tuition, admissions standards and application deadlines, and so on; users of the college files have a much greater variety of characteristics to use for searching.

The Study Guide contains all instructions and codes needed to operate GIS. Approximately 125 Study Guides were ordered for each site, and additional copies could be obtained. Although these booklets are reusable, IRDOE's intent was to assure sufficient copies to effectuate wide distribution throughout the institutions.

Also needed to operate GIS is a Manual, which contains an index of all occupations and colleges stored in the computer, together with some general suggestions for staff. One copy was ordered for each facility, although one site asked for (and received) two copies.

Schedules, Terminals, and Telephones. The original proposal called for each site accessing the computer one day a week. Actually each site had two-day-a-week access. This resulted from the fact that the sites did not start at the same time, but were added--like beads on a string. Furthermore, because of the companion project in the community colleges,[1] TSC made some additional time available for the same total dollar amount. Scheduling of on-line days (i.e., those days when a particular site has uncontested access to the computer) was maintained centrally by IRDOE project staff. All changes in scheduled days were cleared centrally. Increased flexibility came about through "trades" with community colleges.

A teletypewriter terminal together with an acoustic coupler was sent to each site, along with sufficient amounts of paper for the duration

[1] See VEA #77-2-381.

of the project. As in the community colleges, three-ply paper (one original and one carbon) was ordered, so that staff and users could keep copies of the interaction with the computer.

Telephone installation and monthly charges could be covered as a project cost, although arrangements were made jointly between IRDOE and each separate correctional facility. The Queens House of Detention for Men excepted, phone arrangements were inadequate in each instance. As a matter of fact, in almost every case telephones were the major stumbling block. We will return to this when we detail the participating facilities and their unique needs.

Sites. According to the original proposal, four to five sites would participate, including two detention centers in which CUNY community colleges had educational programs, a correctional facility with a program run in cooperation with a SUNY community college, and either halfway houses and/or other types of secured or semi-secured environments. As noted, the crucial consideration was sites that represented a diversity of types, permitting contrast and identification of factors that facilitate success.

By the end of the project year, the computer program was operative in the Queens House of Detention for Men, at New York City Community College's Division of Continuing Education serving detainees at the Brooklyn House of Detention for Men, at the New York City Correctional Facility for Women, and at the Queensborough Correctional Facility. Green Haven Correctional Facility was the second site we approached and the second to commit their efforts, but a series of problems--telephone-related--prevented their becoming involved during 1976-77.

Staffing. With the exception of the Queens House of Detention for Men in which a full-time vocational counselor was employed by means of La Guardia Community College's grant, at all other sites responsibility for supervising the computer project fell on already available staff. IRDOE made every effort to insure that the project supervisors were part of the facility's education program.

Inmates, selected by the site administrators and supervisors, were to serve as terminal operators, trained by IRDOE and La Guardia Staff. They would receive payment at the standard 25¢/hour rate of pay for prison work. A total of 125 hours per site was allocated. Any inmate

employed for this purpose would be responsible to the professional project supervisor at their site.

In the course of our initial meetings with each correctional facility, the potential of paid work opportunities for inmates was viewed as very attractive. At one or two sites, this aspect of the project was probably the most important according to the superintendents, wardens, and representatives of the City and State Departments of Corrections. At two sites inmates operated the terminal during the project year; in neither instance was a request for payment made.

Evaluation

The evaluation was designed to assess the feasibility of providing occupational information, via computer, to individuals in secured and semi-secured environments; to determine the configuration of personnel and other services needed to impact on inmates/detainees; to describe the usefulness of the occupational information for an incarcerated population; and to contrast and compare sites differing along certain dimensions. Similar data was collected for each facility.

A combination of automated data collection techniques, observations and site visits, logs, and questionnaires to project site supervisors and inmates provided the basic data. Mid-year assessment of progress was obtained from supervisors by asking questions to which they wrote responses. A copy of the rules for the terminal sign-in--by which we obtained counts of users and uses, time, file information requested, and demographic descriptions of users--is appended (see Appendix A);[1] also included are copies of the end-of-year Supervisor Questionnaire, and an Inmate Questionnaire administered at the Queens House of Detention for Men.

Rather than have supervisors maintain records of hardware malfunctions, scheduling, and ratings of the information, we instructed them to call us, so as not to detract from their use of the Guidance Information System.

Including orientation meetings, a total of 40 person-days of visits were made to the participating facilities. During these visits, IRDOE staff trained wupervisors and inmates in the use of the system, interviewed inmates, met with the institutions' staff, and observed and recorded the general attitudes and climate, reactions, and processes.

[1]When sign-in information was incomplete or absent, estimates of users and uses were based on the coordinators' recollections.

SITE SELECTION AND START-UP

In this section we will describe the sites and how they were selected; document the process of installing the computerized system--with its myriad problems--and comment on issues relating to feasibility (particularly, the extent of staffing and other support that seems to be required in secured environments). To the extent possible we will compare patterns of implementing the Guidance Information System in high schools, community colleges, and correctional facilities.

Participating Sites

As mentioned, one of the impetuses for this demonstration came about as a result of discussions with the staff of the Adult Learning Center of the Queens House of Detention for Men (QHDM), run by La Guardia Community College. In conjunction with their State VEA grant to provide detainees at the QHDM with vocational counseling, they were also to serve as a site for the computer project. In addition, their interest and commitment, as well as their experience in correctional institutions proved invaluable to us: they suggested potential sites (including Green Haven and the Queensborough Correctional Facility), helped arrange entrée, and introduced us to State and City officials in the Departments of Corrections.

Early in September 1976, IRDOE project staff met with representatives from the Rehabilitation Services Coordinating Unit, Educational Services Division, New York City Department of Corrections. The purposes were to acquaint the Department of Corrections with IRDOE, and with the project goals and procedures; and to enlist their formal and informal support--both of which were needed. At the conclusion of the first series of meetings, letters were exchanged describing mutual responsibilities.

The Educational Services Coordinator suggested, in addition to the QHDM, installing the computerized project at the Brooklyn House of Detention for Men (BHD), at the Eastern Correctional Facility (in Sullivan County), and in the Model Unit of the Adolescent Remand Center on Rikers Island. Just when we started negotiations with the Model Unit, which was in an early stage of experimentation, its director resigned. Staffing problems continued there for most of the year, and

although the computerized occupational information delivery project was never introduced to that site, the Educational Services Coordinator remained interested. As late in the year as March 1977, he approached us again asking if computer time was available. Despite indications that time could be allocated, negotiations with that site were not formalized.

Telephone conferences were initiated with the New York State Department of Corrections in late September-early October. Two deputy division heads (one responsible for educational program services in State facilities, and one responsible for work/school-release programs) were involved; they, too, designated Green Haven as a likely site.

Our decision regarding which sites to pursue reflected our goal of involving sites differing in extensiveness of educational-vocational programs, type of population served, and in the nature of the institution. Optimally, we wanted facilities for both sexes, maximum and minimum security institutions, sentenced sites, and detention centers. To make best use of IRDOE staff time, we needed sites that were nearby and that served a large enough group of people to make installation of the equipment practical; this latter consideration ruled out work/school-release programs which involve, at any one time, 30-60 people.

In retrospect, the sites that participated or that had intended to participate did represent a good, diverse, and interesting selection. As we will describe in more detail below, however, the start of operations, normally slow, was further delayed by hardware malfunctions and a United Parcel Service strike that lasted several months. Had the sites started within a reasonable amount of time, we would not have been able to provide each with two-day-a-week access to the computerized occupational information.

The first participant was the QHDM.

Queens House of Detention for Men (QHDM). This City-run detention center, located adjacent to the Queens criminal court, serves males above the age of youthful offenders. During the 1976-77 academic year, the facility housed approximately 560 men at any given time--415 awaiting trial and 145 serving short-term (usually less than one year) sentences. A very high proportion of the population are members of minority groups, and lack minimal competency in basic academic and vocational skills.

Detention centers, generally, and the QHDM is no exception, were designed as holding jails for persons awaiting trial. The buildings and grounds with minimal recreational, educational, and work opportunities were not designed to attend to the needs of people who often are held for many months for trial or for sentencing. Persons in detention centers suffer, in addition to the boredom common to all prison inmates, uncertainty about their future. Unlike sentenced offenders, a detainee does not know whether his case will be heard at his next court appearance, and/or if so, whether he will be sentenced or returned to the street.

In October 1975, with a grant from the Criminal Justice Coordinating Council, La Guardia Community College inaugurated their Adult Learning Center (ALC). Housed on the seventh floor of the QHDM (in close proximity to the social service staff), the creation of the ALC involved renovating the facility's old dining room to accommodate three classrooms, the law library, study areas, offices, a small auditorium, as well as feeding facilities so that it would be possible to keep inmates on the 7th floor for extended periods of time. (Compare this with, for example, the limitations on project activities at the Brooklyn House of Detention--classes are held on one floor and thus are open only to men who want to live on that floor.) The advent of the ALC also involved revising the schedules of corrections officers so that security could be maintained. Early relations between the ALC staff and the corrections officers were uneasy; the latter group was distrustful of the motivation of the former--often looking upon them as "do-gooders," while the ALC staff felt that the attitudes of the corrections officers were archaic. Over the course of two years, and especially toward the midpart of the 1976-77 year, greater trust and admiration on the parts of both groups were evidenced. According to ALC staff, the change resulted from a dramatic turnover in Department of Corrections staff--newcomers were more accepting of something already in place when they arrived--and from ALC staff's greater experience and sensitivity.

The ALC provides tutorial help to enrollees, placement services on release, individual and group vocational counseling, and an academic program consisting of basic GED and college credit courses. Inmates, if eligible, are also able to enroll in Empire State College courses. The ALC accommodates about 100 men. The computer project was perceived as

part of the ALC, and although priority was given to ALC enrollees, the service was to be made available to all men at the QHDM. Under their VEA grant, the ALC hired a vocational counselor to be responsible for occupational testing and advisement, and for the supervision of the computer project. Within a few weeks, he developed procedures for integrating the computer experience with the total vocational counseling program.

The telephone had been ordered in mid-September, but was not installed for two weeks.[1] (At that point, IRDOE did not know that this would be the shortest delay we would encounter.) The Deputy Warden gave permission to install a direct outside phone line, with a wall-jack connection. When not used to access the computer, the instrument was kept in a locked desk drawer. During on-line days, inmates used the phone to dial the computer. Since IRDOE's grant covered phone costs, we were able to note one unauthorized toll call.[2]

On October 1, 1976, the teletypewriter terminal was delivered and the telephone installed in one of the ALC classrooms. The supplies--Study Guides and Manual--had to be hand-delivered by TSC in mid-October as a result of the UPS strike. The training and orientation session, originally set for the week following the installation of the phone, had to be postponed because of strikes by inmates and lockouts by the administration. No ALC activities were permitted for an entire week, during which the institution "settled down."

The first training-orientation session took place on October 15. Despite the presence of 40 people (ALC staff, inmates, the floor Captain, and the Deputy Warden), corrections officers and other department representatives were not reached. An unofficial "boycott" on the parts of corrections officers and other civilians (social service and health service staffs) resulted from the breach in etiquette in inviting inmates and professionals to attend the demonstration at the same time.

The session lasted more than four hours and all participants received some hands-on experience. Interest and enthusiasm was high,

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[1] Formal project approval was received in mid-September.

[2] This was not unusual. In the high school project, op. cit., where IRDOE monitored phone costs, an occasional unauthorized call (especially after school hours) was not uncommon.

and several inmates preferred to remain at the terminal, forsaking dinner. One recorder observed, "The level of enthusiasm (on the part of the inmates) appeared to me to be beyond normal expectations. It could be that the computer provides relief from boredom and/or it provided a contact with the outside world, either directly or because of our presence."

During the next few weeks, the vocational counselor and two or three inmate-tutors practiced using GIS. At the end of October, however, the detainees engaged in another prolonged strike and, because of security, all ALC activities were halted again. By the end of November, the situation had stabilized and, as can be seen in Table 1 (page 33), a start had been made in processing inmates' requests for information.

A private demonstration was held for the Warden and his deputies and corrections officers, and by the end of the calendar year, a publicity campaign had been initiated. ALC enrollees were being served, referrals were coming from the social service staff, and preparations were made to reach out to the general detention center population.[1]

At the time of our February 3, 1977 visit (it should be noted that at all sites the educational programs follow the same academic calendar as the guest college), the QHDM had developed a smoothly running process, which continued to run well for the next several months. In April-May, however, we were informed that "the institution was very tense these days." Fights among inmates and protests by the inmates seriously hampered the operation of the ALC; in point of fact, the ALC, usually full of men, looked a little emptier, and a little more subdued. These difficulties are reflected in the decrease in computer usage for April and May, as is apparent from examining the data in Table 1.

Brooklyn House of Detention for Men (BHD)-New York City Community College. At the beginning of September 1976, plans were finalized to visit both Green Haven Correctional Facility in Stormville, New York (near Poughkeepsie) and the New York City Community College, Division of Continuing Education and Extension Services program at the BHD, for the purpose of introducing the computer project.

The first meeting between IRDOE and the New York City Community

[1] For publicity, the computer was called "Daisy" (DASI=Data Access System, Inc.), and posters referred men to the 7th floor to see "her." (See Appendix B.)

College staff took place on September 14. After a preliminary demonstration and some discussion, it was apparent that they were interested in the computer project and anxious to participate. Because college staff is present at the BHD for a limited number of hours per week, and installing a phone there was impossible, it was decided to locate the computer terminal and telephone at the college's community-based Learning Center and provide service to ex-offenders as well as to inmates (via batching).

In November 1972, New York City Community College, Division of Continuing Education began a basic literacy program at the BHD. With a series of grants, this developed into a Learning Center for Detainees and Ex-Offenders, which in 1976-77 had two programs, one offered to men incarcerated at the BHD; the other, located in the community, open to the ex-offender population of New York City. Staff from the college work in the BHD for a total of 14 hours a week, during which they conduct courses in a basic literacy and institutional food services. The enrollees are required to attend class 14 hours a week, the total amount of time staff is at the facility.

The Brooklyn House of Detention for Men, located in the downtown area, is the sole detention center for the borough. During the course of any one year, the center's population varies from a high of approximately 1000 to a low of about 700--a result of a Federal Court ruling mandating single cell occupancy. Like most New York City detention centers, the population of the BHD is largely composed of minority group members, unemployed, and lacking in basic literacy and vocational skills. The average reading grade equivalent at the BHD is 3.4 years.

Attendance and attrition are serious problems at both the Learning Center for Ex-Offenders and at the BHD. Like other houses of detention, men are tried and sentenced or returned to the street; transferred to upstate prisons; or to other centers in the City. The standing comment is that if it weren't for the fact that some men are constantly in transit, there wouldn't be enough beds in the entire system.

Classes at the BHD are held on the facility's 6th floor during morning and afternoon lock-out times. Detainees enrolled in the educational program must live on the 6th floor. No other detainee is permitted on the floor. Thus, available space dictates the number of enrollees.

The college staff do not consider this a drawback, but feel this creates a "cohesive learning environment." Program participants are screened to include those the staff feel can "function educationally," who can remain in the program for two months, and who agree to move to the 6th floor.

The Learning Center for Ex-Offenders is housed in a building near the College. It is open during the day and several nights a week and offers GED preparation and basic education. During 1975-76, approximately 120 ex-offenders completed the required number of hours.

Since the equipment was to be located in the Learning Center, there were no special telephone considerations. The telephone was installed on October 8, and when not in use, was locked with a simple lock. There was one unauthorized toll call during the course of the year, but according to the Director, no one knew who made it. Although TSC hand-delivered the Study Guides, Manual, and teletypewriter paper on October 12, training of staff was delayed until the 25th due to staff absences. At least six people attended the first training session, during which they practiced accessing the computerized information. We also dealt with issues involved in batching the requests of incarcerated men.

By the end of October, we were informed that they had started batching requests for information from detainees at the BHD. (See Table 2, page 35.) As previously mentioned, the only detainees initially served were those enrolled in one of the 6th floor programs, although later on college staff tried to recruit computer users from other floors. By the end of November, the feelings of the staff were that the computer project--in a batched mode--was not responsive to the needs of the detainee population. They felt that "although the procedures of batching requests and disseminating the resulting information is adequate and easy to do...there is very little impact on the detainee due to the fact that he has not been sentenced; his situation is tenuous; he doesn't know how long he'll be incarcerated and his main objective is to get out of the BHD. Little of the information in the computer file assists him in these ends." Furthermore, staff noted, "those who are going to be released soon are interested in information on immediate job openings, not in planning or decision-making." The staff felt that GIS would be more useful if the orientation of their programs was "toward vocational counseling and not skills development."

At this point IRDOE attempted to encourage use of GIS with the ex-offender population. The staff "anticipated heavier usage...particularly with ex-offenders enrolled in the food service program and the GED section [since] these are individuals who are setting career goals, seeking scholarships and exploring the possibilities of college." The Learning Center closed for the Christmas recess and the new plans were not to be put into operation until after the beginning of the calendar year. As can be seen in Table 2 (page 35), January and February saw no usage, despite numerous attempts to stimulate it through additional training sessions.

At the beginning of March 1977, at the suggestion of the supervisor (who, in addition to his responsibilities to the computer project, taught at the BHD, and directed the basic literacy component), IRDOE gave the staff a little "pep talk." At the meeting, the staff was, indeed, vocally critical. In addition, however, to pointing out some of the non-appropriateness of the available information, they appeared willing to consider use of the computer for its "motivational" and decision-making capabilities, and decided to find a better arrangement for having terminal operators available. In describing their procedures with the ex-offender population, it was apparent they had been batching requests, and had not considered that having the user at the terminal might solve many of their complaints. The staff's attitude, which may be described as passively favorable at best, may have resulted from their initial discouragement with the batching of requests for incarcerated men, and may relate to the pattern of use and low level of interest at this site for the remainder of the year.

Green Haven Correctional Facility. On September 17, 1976, IRDOE project staff visited Green Haven Correctional Facility (GHCF) to demonstrate the computerized information retrieval project; to meet with the institution's educational staff, and--if appropriate--to settle arrangements for their participation. This meeting had been preceded by several phone calls, in which GHCF's staff expressed interest. IRDOE, in turn, was interested in securing their involvement, both for furtherance of our objectives of including a sentenced institution, and because this particular facility would reduce the costs of foreign-exchange telephone

lines to New York City.[1] Despite the fact that the on-line demonstration was spoiled--IRDOE's portable terminal got "car sick"--the meeting was lively and stimulating. It was attended by the Director of Educational Programs and the Supervisors of Academic and Vocational Programs.

Green Haven is a maximum security State facility for sentenced male offenders. Although it has never had an execution, during this year two men were on death row pending Supreme Court death penalty decisions. Like other penal institutions in this State, most of the population consists of minority group members; unlike detention centers, however, there tends to be a wider range of ability among the inmates. In addition to recreational facilities and the opportunity for prison-work, the educational programs tend to be more varied. Green Haven's educational staff, for example, totals approximately 80, 43 of whom work at the facility full-time during the day. The remainder are employed at night. Professors from Dutchess Community College teach courses at Green Haven, which also has affiliations with Empire State College, Marist College, and New Paltz (SUNY).

Day classes enroll approximately 400 students; approximately 500 others attend evening classes. Furthermore, in excess of "200 students... attend, as full-time students, Marist, Dutchess, and Empire State Colleges." Green Haven offers an extensive occupational training program, including "eleven different trade areas where the students are developing skills needed by private industry." The Educational Director, newly hired this year, appeared committed to innovation and very desirous of participating in the computer project. By the end of the September meeting, a room had been selected to house the terminal, staff to run the project were identified, decisions were reached about an on-line day schedule (they could use evenings and Saturdays as well as two weekdays), and arrangements were made for getting the approval of the Warden.

Permission was granted, with the provision that the terminal telephone be made as secure as possible. TSC hand-delivered the Study

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[1] In anticipation that GHCF would participate, a foreign-exchange line had been installed to accommodate them and Dutchess Community College, a participant in the companion project, VEA #77-2-381. As a result of their geographical nearness, both sites could share the foreign-exchange line, thereby significantly reducing costs.

Guides, teletypewriter paper, and Manual on October 27. These materials were temporarily lost within the facility (i.e., were sent to general receiving), but were eventually located.

During the next several weeks, IRDOE (with the expertise of TSC) and Green Haven's educational staff began to explore secure telephone configurations: a phone instrument with a jack did not meet the institution's security needs, nor was constant supervision by a corrections officer a satisfactory alternative. The most acceptable solution was one involving the installation of a single dialer phone, one that could connect only with a predetermined phone number. We were informed that there were two configurations that could accomplish this--one called a card dialer (a phone number punched onto an IBM card inserted into a slot on the phone) and the other involving direct wiring. Negotiations for the installation of a card dialer phone were begun with the Sylvan Lake Telephone Company, the local company serving the Stormville, New York area. The Sylvan Lake Telephone Company said it was possible to install such a unit, and in early November quoted prices ($24.35 per month for the line, plus $3.50 for the instrument, plus $.35 per month for the "cut-off" key). Between the project budget and Green Haven's contribution, these costs were decided to be within reason. The phone company informed Green Haven that they were waiting for United Parcel Service to deliver the parts they needed. (UPS was still on strike during that time.)

By the end of December, prior to the closing of the school for the Christmas recess, Green Haven was still unable "to move the Sylvan phone company." We were assured that the administration was still interested and realized "they had made a commitment to us which they must honor." They expressed sorrow and disappointment, and told us they were building a new school with a room designated as a "Media and Information Center" which would include the computer, closed circuit TV, and other audio-visual instructional materials. They felt that the information in the computer would be of excellent use in their pre-release centers.

Although all parties expected the phone momentarily, time passed, and by mid-February the phone still was not in. "The cold weather," according to the Education Director at Green Haven, "resulted in an energy cutback in state correctional institutions. [Their own] maintenance department was too busy with this to work on the phone line,

part of their regular work." He indicated that "the desirability of [having] the computerized information system is as strong or even stronger than it ever was." He envisioned the computer as playing a vital role in their program and understood our concern.

Phone calls and letters between IRDOE and GHCF continued. At the end of March 1977 we received notification that they "were getting the line in," and we provided them with their computer access number. April passed. In May they were still expecting their phone.

We never doubted their sincerity or efforts in regard to solving this problem. And, we were in a dilemma because of the foreign-exchange line; once having committed funds to this location, and with the expectation that Green Haven would get a phone, we were unable to identify another upstate facility for inclusion this year. We did, however, successfully continue installation at two other sites.

New York City Correctional Institution for Women. During the month of October 1976, IRDOE project staff and the Educational Services Coordinator of the New York City Department of Corrections continued to explore the possibility of incorporating the project at the Adolescent Remand Center. As that decreased in likelihood, we were introduced to the New York City Correctional Institution for Women, also on Riker's Island.

On November 4, 1976 three staff members from the Women's Institution came to IRDOE's offices to see a demonstration of the computerized occupational information delivery project, and to discuss the advisability of having an installation there. The participants at this meeting included the Program Director of the institution, a Program Specialist for the Department of Corrections, and a senior corrections officer. By the end of the morning, during which they reacted to the demonstration with--according to our observer-recorder--"tremendous awe, enjoyment, and excitement," they were convinced that the Women's Institution not only needed the service but would contribute to our study, since they were the only institution for female offenders in New York City. There were "no problems" with telephone security, and no problem with telephone costs. The Women's Correctional Institution seemed, on the basis of that introductory meeting, an ideal site.

We reached a decision during that meeting, and discussed holding a

demonstration at the facility the following week. We were assured that the Program Director had the authority to accept the project and, since "everyone's excited, just deliver the stuff." The terminal and printed materials were ordered immediately, and delivered to the institution by the third week in November.

The New York City Correctional Institution for Women, located on Riker's Island (which also houses a detention center for men, the Adolescent Remand Center, and a facility for sentenced men), processes every female arrested in New York City regardless of age or whether she is accused of a Federal or State crime. The population in the institution ranges in age from adolescent to elderly, and includes detainees and women with sentences of up to one year; longer sentenced offenders are sent to Bedford Hills, the upstate facility for women. The Institution's capacity is in the neighborhood of 700, and currently has 350 women and a staff of 170. The average stay is three months, and most are incarcerated for drug-related crimes.

The building is new and modern, containing a mini-hospital, recreational facilities, and a New York City public (ungraded) school complete with classrooms and shops. The school operates 40 hours a week, and offers basic education as well as GED preparation; in addition, John Jay College of Criminal Justice (CUNY) operates their evening college-level program. In the Spring semester, the school was opened to males from the Adolescent Remand Center.

Within the Women's Institution there is a "Women's Developmental Unit"--a model demonstration funded by the Criminal Justice Coordinating Council--open to selected women serving sentences of at least 60 days. The Women's Developmental Unit (WDU) has its own staff and director, and occupies its own wing. All WDU activities are separate from those of the larger facility.

The first (of what proved to be several) training sessions for supervisory staff and terminal operators at the Institution took place on December 1 in the Superintendent's conference room which had a direct outside line telephone. Two of the three people who attended the earlier demonstration at IRDOE were present, in addition to the principal of the public school, two chaplains, three corrections officers from the Program Director's group (who were to operate the terminal), and two or three

"civilians." The training was aborted early due to malfunctions with the computer. When we left, we were satisfied that at least two people were familiar enough with GIS to use it.

As can be seen in Table 3, page 36, use was not made of GIS for several months after this introduction. During December, the entire Institution was involved in an annual Christmas party and bazaar--the proceeds of which are used for inmates. Staff and inmates worked on planning and rehearsing, and making things for sale. After this event, IRDOE tried to reestablish contact with the facility's Program Director. After several weeks (during which time the Program Director had been reassigned) we were contacted by a Captain who was to act as liaison. A meeting was promptly arranged for the last week of January.

When we arrived, we were re-introduced to the school Principal who turned us over to a curriculum specialist. He said he had had some experience with computers, and felt that the school "didn't need another project which would divert women from attending regular classes." He, in turn, turned us over to a teacher, the school's registrar, who in addition to these duties does some counseling. This teacher (who ultimately became the site's project supervisor) was very excited about the Guidance Information System, having had previous experience with a computerized job-bank. The problem was that no one--neither that teacher nor IRDOE--had any clear idea of what was expected from this meeting, or how to proceed. When the Captain joined us she explained that the purpose of the meeting was to ascertain whether the school had an interest in the Guidance Information System, and if so, could we work out a location and select one on-line day--the other to be used for the WDU and the rest of the institution.

Another meeting was set for the first week in February to train the school teacher, a staff member from the WDU, and two inmates who would operate the terminal. In the interim, the Captain would locate the materials (which had been delivered in November) and arrange for the school's access to a telephone.

The meeting was postponed for several weeks. The Captain indicated there was some confusion about the telephone: the Superintendent felt the Principal should make the school phone (located in the general office) available to the project, while the Principal indicated that this was not

a satisfactory solution. A compromise was reached: the school would continue to use GIS in the Superintendent's conference room.

Training took place in mid-February. Five people attended this session, only one of whom--the teacher--had any prior exposure to the computer project. There were no inmates present. By the end of the day the teacher and the new Director of the WDU had been trained and appeared fairly comfortable with the system. Use began during the third week of February.

On March 2, IRDOE staff returned to the facility. Although the Captain had located the Study Guides and Manual, she had not distributed them. As a result, training proceeded without the Manual. By the end of March, without having attempted to access the system, the Director of the WDU decided that GIS was not relevant to her population: "Since they were returning to the street soon, they needed information about colleges and schools that would accept ex-offenders, and about available jobs." The teacher, however, had begun formulating plans to use the system with the public school students.

After Spring recess, when classes reconvened, we returned to the Institution. The terminal had been moved from the Superintendent's conference room to another, smaller room nearby. IRDOE staff continued demonstrating more sophisticated ways of using GIS, some of which the teacher found appropriate. An attempt was made to contact the Director of the WDU, but "she was not in the facility." Classroom materials relating to the occupational information in GIS was prepared by IRDOE staff for the use of the school. (See Appendix C.) In addition to devising exercises for individual students, the focus was on increasing the number of searches being conducted.

The final visit took place at the end of May, during which IRDOE helped process requests for information from the children of several corrections officers. We learned that the school's teachers had expressed interest in learning about the computer system, and that the Principal was disappointed the computer would not be available for the summer session.

Queensborough Correctional Facility (QCF). During the first half of the project year we continued exploring other possible sites. Up till the beginning of the new calendar year, we believed that we were (or

shortly would be) operational in four sites--not anticipating that start-up at GHCF would not be accomplished this year. By February, however, it was apparent that even if all sites would be in operation there was still sufficient computer time available to provide some service to others.

Toward the end of February, with assistance from the ALC staff at the QHDM, we contacted the Queensborough Correctional Facility (QCF). This facility, located in a converted drug rehabilitation center in a factory district adjacent to La Guardia Community College, is under the jurisdiction of the New York State Department of Corrections. It opened in September 1976, as a prison for offenders serving the last two years of their confinement. Although it is a sentenced institution its recreational and prison work opportunities more nearly resemble those available in detention centers; the educational opportunities are, however, much more extensive. Classrooms and shops occupy one floor of the six-story building; another floor is used for administration, and the remaining ones house the inmates.

The inmate population numbers approximately 300, all of whom have up to 24 months left to serve before they are eligible for parole.[1] The educational program is an important aspect of the rehabilitative process, according to the administration. Everyone in the facility who does not have a GED must attend classes, for which they are paid. The others do paid work at maintaining the facility. Approximately 150 inmates go to school. There are four full-time academic teachers and two educational supervisors--one for vocational and one for academic education. The latter was selected by the Superintendent to supervise the computer project.

At the first meeting on March 4, IRDOE staff met with the Superintendent and the two educational supervisors to demonstrate the system. They reacted to it positively, and since the Superintendent was eager to initiate the project and did not consider a telephone a problem, it was decided that they would participate. While IRDOE arranged for installation of the terminal and delivery of the materials, they were to find a

[1] It is important to note that this does not guarantee an individual permanancy in the facility; he may be moved to another facility for a variety of reasons.

location and assign a supervisor.

The terminal was delivered on March 9 and installed temporarily in the Deputy Superintendent's office. Despite repeated requests, a telephone (with a wall jack) was not installed until after the Spring recess (April 4-15). On the first day on which classes resumed, we were told that "everything was set," except they had not been able to select inmates to train to operate the terminal.

When we arrived for the April 25 training session, we found the terminal moved to the arts and crafts room, and the phone locked in a cabinet. The only key to the cabinet was held by the arts and crafts teacher who was not expected until the evening. Problems with keys were new to us. Although personnel in every facility had sets of keys, what we did not know was that each had a unique set. To obtain a new key means obtaining official clearance and then cutting and resoldering the key ring.

The next visit that could be arranged took place during the last week of April. The intent of this session was to demonstrate the system's capabilities to the Deputy Superintendent and to train the educational supervisor and the two inmates who were present. It should be no surprise that the terminal was jammed, a mechanical malfunction that probably resulted from its transport from one to another location. Despite our best efforts, the vendor had to be called to service it. They repaired it the next day and the training session was rescheduled for the following morning.

Up until May 4, the arts and crafts room was used only in the evenings. On the day of May 4 when IRDOE staff arrived, the room was in use and the terminal had to be moved to another location. Neither the supervisor nor inmates were available to be trained; after a prolonged wait three inmates were sent in. None of these three had had any prior experience or exposure to GIS.

During the next couple of weeks, one inmate and the supervisor practiced using the terminal. The inmate was made available to the project a total of four hours a week--the only time he could "be spared from his assistantship in the welding class."

The last visit to the QFC took place in mid-May. We worked with the terminal operator, helping him use the system to better advantage.

By the end of May, as can be seen in Table 4, the system had been used for a total of five hours. Use did not substantially change in June, due to the change to "Telenet."[1] The reassignment of the Superintendent also contributed to the difficulty of modifying their usage patterns.

Issues and Problems

Of the nine potential sites we investigated, five were identified as likely participants for a demonstration of computerized occupational information delivery. The selected sites met the criteria of diversity of population, size, and variation in educational and training opportunities. All had, we believed, the support of the administrators in addition to the support of the New York City and New York State Departments of Corrections.

With the possible exception of the Adult Learning Center at the QHDM, the general climate of correctional facilities is very different from settings we were more familiar with. Certainly, their structure and organization bear closer resemblance to military installations and large hospitals than they do to the idealized concept of places for corrective endeavors. The feeling was one of "hurry up to wait," characteristic of experiences of men in the armed services and hospital patients waiting for X-rays.

Irrespective of their association with the City or State Department of Corrections the sites we are (now) familiar with employ large numbers of personnel of different types. First, there is the cadre of corrections officers who--up to the level of assistant deputy superintendent--are uniformed civil servants whose union contract is identical with that of the New York City Police Department. These personnel are entitled to carry guns (not within the institution), are not allowed to leave the institution during their daily tour of duty, and have ranks and badges of office and tenure. There are lines of authority, ending with the Warden or Superintendent (or "P.K."--Principle Keeper). And there is a great deal of staff turnover resulting from promotions and retirement.

In addition, each institution employs a group of "civilians." They are not uniformed although they are employees of the Department of

[1] On June 13, 1977, TSC changed from its own communications network system to a national network--Telenet.

Corrections. Included in this group are chaplains, secretaries and office workers, and health service and social service workers. While they are responsible to the Superintendent, their "boss" is the City or State agency.

The five institutions we described in some depth also have personnel for academic and vocational educational programs. At the Women's Institution, the school teachers are employees of the Board of Education of the City of New York. At the QMHD, the BHD, and at Green Haven, many of the teachers are from funded or other special programs.

Doctors and other medical personnel from City hospitals service these institutions. Repair and maintenance men of various sorts are always very much in evidence. There are other visitors, and usually at least one special guest--someone from the media, someone interested in an aspect of the institution, and representatives of projects, such as our observers and trainers.

In all the sites, but particularly noticeable at the Women's Correctional Institution and the QCF, the interests of these various groups are not congruent. This diversity of interest appears to obliterate clearly defined lines of responsibility resulting in longer delays than might be thought necessary. In some institutions, the differences appeared as conflicts, and frequently seemed irreconcilable--the need to maintain security with the need to provide productive opportunities to individuals in an environment that is responsible for every aspect of those individuals' daily routine.

We had anticipated that security was to be a problem--the need for telephone arrangements that deterred the unauthorized use of phone by inmates or detainees, and the need for protecting the terminal. And indeed there were problems of security, although unanticipated ones. Only at Green Haven was the need to devise an elaborate telephone arrangement indicated, and this was the cause (as reported to us) of their failure to start operations. In all other sites, however, once they were ordered, telephones were actually not a severe problem.

The security concerns that affected the project had more to do with matters relating to regulations, and how they were applied. There is a great deal of paperwork that is required. For example, a visit, or an equipment repair, or a delivery involves advance notification (in some instances, 3 days in advance) to the specific individual or group one

wants to contact. They in turn must arrange clearance--complete forms, have them signed by the administration, and forward them to the receiving area. In several instances, and at every facility, "paperwork" is not completed properly or in sufficient time, causing long waits; in two instances, materials that had been expected were sent to general receiving because the necessary paperwork was not at the desk when they were delivered. As a result, at the Women's Institution (and at GHCF) the project materials were "lost" for some time.

"Security" also involves the continual escort and supervision of inmates and detainees by members of the custodial staff (corrections officers). The degree to which this is enforced affects the number and types of inmates who can avail themselves of prison opportunities. Where it is strictly enforced, as in the BHD, fewer can participate in educational programs than, for example, at the QHDM, where a larger number can do so.

Security, of course, involves safety--escapes, strikes, and physical assaults. Each site this year suffered such problems, including the murder of one inmate by another at the QCF, and a drug ring at the BHD. As guests in these institutions, however, all IRDOE project staff reported feeling "safe"--safer inside than on the streets traveling there. Without exception, all the inmates or detainees we came into contact with--albeit, they were a select group of tutors or assistants--were courteous, considerate, and well-mannered. They brought us chairs, minded our possessions (purses, briefcases, umbrellas), and were interested in our welfare and opinions. In casual conversation, they indicated they were interested in education in general, and in the computer project. They were, however, most interested in legal issues.

The attitudes of the groups of staff toward the project are less easy to describe. In all instances we were made to feel welcome; as time went on, in some sites we were somewhat less certain. On questionnaires, staff attitude and reactions to the computer project were reported as very favorable. Except for the New York City Community College operation, all were interested in keeping the project for the summer session. In casual conversation staff was somewhat more critical--especially as they became more familiar with the content of the data files. They did not exhibit a great amount of curiosity about the project and, like the Director of the

WDU, might have rejected it without trying it out had it not been for IRDOE's encouragement. As a generalization, these sites (as compared with high schools and community colleges) were less involved in establishing procedures for integrating the computer project into on-going activities, and less interested in GIS' finer points and sophisticated applications.

The Queens House of Detention for Men had several advantages in this project. First, they had a group of personnel who, although outsiders in terms of organization, were experienced in working in correctional facilities. Second, the project at the QHDM had available the full-time services of a vocational counselor whose major responsibilities included the use of the computer. Third, at the QHDM, the rules are such that inmates/detainees have a great deal (relatively) of mobility, as does the ALC staff. Furthermore, the computer was located in a place that was made accessible to men from all floors. This was not the case at the BHD, QCF, or at the Women's Correctional Institution where inmates had to be escorted to an area usually off limits to them.

Last, but perhaps of greatest importance, was that ALC personnel at the QHDM felt they had a stake in the computer project, and were willing to try it out. At all other sites, staff had been involved in making the initial decision about whether or not they should participate, but more often than not, these were not the same staff that were ultimately involved in the implementation.

IMPLEMENTATION AND FINDINGS

In this section of the report we will describe how GIS was used at each site--who ran the terminal, for whom the information was sought, and for how many different inmates. We will describe the mode of use, and present data on the amount of time the computer was accessed.

Project Use and Outcomes

Over the course of several years we have come to expect that different sites will implement the computer information retrieval project differently, and in response to how the institutions' needs are perceived. There are differences in publicity and recruitment tactics, in style and in mode of use, and in the procedures--appointments, orientation and followup--that are prescribed for clients.

In large measure there are, as we have pointed out, vast differences between prisons and educational institutions--and differences in how IRDOE staff reacted to them. In this project we made attempts at, and tried out, strategies that we would not have considered in working in high school or community colleges. We cajoled and pampered; devised lesson plans and simplified data collection; and we visited and trained and visited again--for the purpose of initiating activity rather than lending support in order to monitor the activity. Because of institutional variations, each site will be discussed separately.

Queens House of Detention for Men. By May 1977, according to the vocational counselor's estimate, all educational staff and almost every inmate at the QHDM knew about the availability of the computer. Recruitment and publicity efforts were started early, and involved the distribution of DAISY flyers and posters to men on all floors. The first article that appeared in LINK, the inmate newspaper, did not draw much response. The second article which contained an example of "an actual job description as printed by the computer" elicited a larger response. In addition, "key inmates" from each floor were selected to act as "recruiters." The supervisor estimated that approximately 20% of the referrals were from flyers and posters, 20% from education staff, 10% from social service staff, and 50% from other inmates or detainees. Note that it wasn't until the second year of operation at the community colleges that word-of-mouth reached very great proportions.

By February, more than 100 inmates, very "few of whom were students in the [ALC] signed a request to...use the computer." They had to establish a new procedure to accommodate them. In the words of the supervisor, "the procedure includes the use of a master roster with the names of individuals who have requested to use the computer. To avoid congestion...eight people are admitted in the morning and eight in the afternoon on Tuesdays and Thursdays. They are interviewed by the vocational counselor who administers the Strong Vocational Interest Test and aids them in defining their career objectives. An interview slip is completed by the vocational counselor and his client which includes GIS numbers of relevant occupations. The individual then goes to the computer and is assisted by the computer operator in getting the information he desires. It should be noted that a slightly different procedure obtains

for the inmate/student who desires information from the computer as contrasted with inmates from the floors who are not affiliated with the Adult Learning Center Program.

"In the first case, the inmate/student is thoroughly briefed regarding the uses of the computer in career development sessions. He is given the Strong Vocational Interest Test at his first career development class if he did not take the test as part of his Learning Center interview for admission into the educational program. After the test is scored... the vocational counselor aids the student in interpreting the results and defining his career activities. The student is then given an appointment to use the computer and is assisted by an inmate/tutor who has been thoroughly trained in the uses of the GIS. After the student studies the occupational information that he receives from the computer he may desire to write for information to the address included in the occupational information gleaned from the computer. To our knowledge [as of February] two inmates have made such requests and they received prompt responses.

"Once the student has been tested, received information regarding occupational choice, and has formulated his ultimate career objectives, the vocational counselor assists him in selecting an educational program based upon his expressed needs and interests. Thus far, there has been a healthy balance in the selection of educational programs. An equal number of students have selected career areas that require academic degrees as have those whose occupational choice do not require [post-secondary] training.

"Inmates not affiliated with the [ALC] who request to use the computer submit a slip to come to the computer center. Their names are included on the master roster of people who have used or desire to use the computer, and [they] are given appointments in clusters of eight.... The first step...is for them to take the Strong Vocational Interest Test. The test is administered by one of the two inmate/tutors assigned to the consulting center. In this instance we do not wait until the tests are scored and returned to us for interpretation before seeking information from the computer. Through intensive [discussion], a number of possible occupational choices are defined and they, along with their accompanying GIS numbers, are put on a request form. After the counselor and counselee sign this form, the inmate gives it to the computer operator [who] then

assists the inmate in acquiring the information he requested. The counselor and inmate/tutor help the inmate to interpret the information he has received and arrange another appointment with the inmate to return to the [ALC] after the counselor receives the test results.

"During the second interview the test results are interpreted and the inmate is aided in making a final occupational choice that may or may not be in harmony with his initial choice. He is then obliged to fill out another request to use the computer [after which he] receives his information and is assisted by the counselor in developing an educational program responsive to his needs and interests. The process is altered every so often when circumstances dictate that necessity."

Over the course of the project year, 137 different individuals came to the ALC for computerized information. As can be seen in Table 1, once they got underway, the numbers of new men each month remained fairly stable over much of the year, peaking during the months of March and April. (Approximately 36% of the new users for the entire year were served in these two months.) Based on the identifying information signed in at the terminal, 79% of the new users were enrolled in an educational program, and all but 17 had completed their high school education.

Uses--defined as requests for discrete bits of information--totaled 726 for the period between October and June.[1] Each different client requested, on the average, slightly more than 5 pieces of information. The average number of uses/user, by month, ranged from 1.9 to 8.0, probably reflecting differences in strategies and the inmates' ease of mobility.

The QHDM was by far the most active of the secured sites. Total time on-line (Table 1, Column 4) was more than 106 hours. They used GIS on 60[2] different days, averaging approximately 1:45 hours per day--about the same daily average exhibited by Colleges C and D (and significantly more than College B) in 1975-76.[3] A small proportion, less than 16%, of the total on-line time was used for demonstrations, training, and for information for staff. Use in June increased dramatically as the project year neared its conclusion.

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[1] Uses in secured environments are tabulated differently from uses in the companion project in the community colleges.

[2] The counts of days does not include those on which GIS was used for less than 30 minutes if there were also mechanical problems.

[3] L. Chitayat , A. Jaffe, and B. R. Heller, op. cit.

TABLE 1

SUMMARY OF USE AND TIME, BY MONTH, QUEENS HOUSE OF DETENTION FOR MEN

Month	N Different Users[a]	N Uses[b]	Average N Uses/User	Total Time	Average Daily Time[c]
September	-	-	-	-	-
October	1	4	4.0	3:10	1:45
November	24	56	2.3	9:25	1:30
December	9	31	2.4	6:05	2:00
January	11	89	6.4	15:45	2:45
February	11	145	8.0	21:45	2:45
March	30	181	4.9	20:20	1:45
April	19	52	1.9	7:30	1:15
May	11	37	2.6	6:40	1:00
June	21	131	5.0	16:15	1:40
TOTAL	137=total different users	726	5.3	106:45	1:45 --- 60 =total days used

[a]The count of the number of different users includes only those men in any one month using the system for the first time. The monthly figures do not include users who had prior experience with the computer, although these figures were included in the divisor in obtaining averages in column 3.

[b]Because of the relative lack of mobility of the population, uses were defined as requests for discrete pieces of information, irrespective of date the request was made.

[c]Average daily time per month was calculated by dividing total time for the month by the number of days the system was used that month.

The automated sign-in procedure permits IRDOE to record use by file and whether it was direct or batched, and to record the number of searches and descriptions. Approximately 78% of all uses was for occupational information. In about 90% of the instances, the individual was present while his request for information was being processed. In 95% of the uses the inmate requested a description of specific occupations. This pattern is very different from the one that typifies use in community college settings.

Brooklyn House of Detention (NYCCC). For five months following the project's inception, New York City Community College staff working at the BHD devoted most of their efforts attempting to publicize the project. They relied on staff to explain the computer and the information it contained to the men in the facility. Almost all of those who used the computer at the BHD learned about it directly from College staff; the remaining 5% learned of it from other inmates. In evaluating their recruitment procedures, College staff indicated that it would have been appropriate to "create a fact sheet" for distribution at the BHD and to have incorporated the printout into the context of their reading program.

BHD detainees who want to use the computer request information through one of the College staff. The request is batched at the community-based Learning Center by one of the three staff members who know how to operate the Guidance Information System. Once the request has been processed, the staff member again meets with the detainee inside the facility and explains the printout. A copy of the printout is left with the man. As we have noted, only detainees living on the 6th floor of the facility and attending educational courses were recruited.

Staff felt that although batching and explaining the printout was easy to do, it had little impact on the detainee. They attribute this to the fact that the information is of little use to persons being detained. It should be considered, however, that perhaps the process of batching is the aspect that is of little use. As can be seen in Table 2, except for the month of October, there was virtually no use of the system until March. During March, IRDOE began emphasizing the use of GIS with the ex-offender population. The amount of time they spent on-line increased as did their average amount of daily use. Approximately 70% of the total usage occurred in the last four months of operation. Their average daily use of 1:00 hour is comparable to use at a community college. What this average indicates, in light of the small amount of total time used (22+ hours), is that few of the days that were accessible to them were used. (They used a total of 22 days over the course of the year.) Indeed, when asked, the supervisor indicated that two days a week was one too many.

A total of 32 different clients were seen. According to the identifying descriptive information signed in, 8 of them were inmates at the BHD, and the remaining 21[1] were ex-offenders, 20 of whom were enrolled in

[1]There were 3 unidentified users.

TABLE 2

SUMMARY OF USE AND TIME, BY MONTH, BROOKLYN HOUSE OF DETENTION - COMMUNITY LEARNING CENTER

Month	N Different Users[a]	N Uses[b]	Average N Uses/User	Total Time	Average Daily Time[c]
September	-	-	-	-	-
October	7	39	5.6	5:10	1:15
November	4	16	4.0	0:35	0:20
December	0	0	-	-	-
January	0	0	-	0:45[d]	0:45
February	0	0	-	-	-
March	3	18	6.0	6:10	1:30
April	3	38	12.6	4:20	1:05
May	9	59	6.6	3:25	1:10
June	6	29	4.8	2:20	0:35
TOTAL	32=total different users	199	6.2	22:40	1:00 --- 22=total days used

[a] See Footnote a, Table 1, page 33.

[b] See Footnote b, Table 1, page 33.

[c] See Footnote c, Table 1, page 33.

[d] Represents time used for demonstrations and practice.

courses at the Learning Center. The prior educational background of these 32 men is largely "unknown"; 10, or 31%, had less than a high school education, 2 were high school graduates, and 1 indicated that he had had some college courses. There was no information about 19 men.

The pattern of use differed from that observed at the QHDM: at the New York City Community College-BHD site, 57% of the uses were in the college file; also, 89% of the uses were batched (i.e., processed in the absence of the client, since this was the only option available to inmates at the BHD. Similar to the QHDM, however, approximately 80% of the uses were requests for descriptions of specific colleges or occupations.

New York City Correctional Institution for Women. Despite the fact that this facility had been fully equipped since November 1976, and numerous orientation and training sessions conducted, actual use did not

occur until an interested teacher from the public school became involved in March.

The teacher-supervisor estimated that by May, 95% of the students in the school knew about the computer's availability. Most (80%) learned about it from the supervisor--who, as the school's registrar, met with all students. The remaining 20% learned about GIS from inmates or corrections personnel. Although no formal recruitment campaign was mounted this year, she suggested that it would have helped to "distribute flyers or a monthly paper from students and other inmates who have been helped by using the computer."

As can be seen in Table 3, all 41 different clients were seen during the March through May period, and are fairly evenly distributed in number during these months. During the four operational months,

TABLE 3

SUMMARY OF USE AND TIME, BY MONTH, NEW YORK CITY CORRECTIONAL INSTITUTION FOR WOMEN

Month	N Different Users[a]	N Uses[b]	Average N Uses/User	Total Time	Average Daily Time[c]
September-November	-	-	-	-	-
December	-	-	-	1:15[d]	1:15
January	-	-	-	-	-
February	-	-	-	1:45[d]	0:55
March	15	16	1.1	4:05	0:40
April	17	22	1.2	1:15	0:40
May	9	29	2.9	2:10	0:45
June	0	2	2.0	0:05	<0:05
TOTAL	41=total different users	69	1.7	10:40	0:45 14=total days used

[a] See Footnote a, Table 1, page 33.

[b] See Footnote b, Table 1, page 33.

[c] See Footnote c, Table 1, page 33.

[d] Represents time used for demonstrations and practice.

on-line time totalled approximately 10:40 hours. Average daily time remained constant, at about three-quarters of an hour, reflecting the supervisor's many responsibilities within the school. The decrease in June is directly attributable to TSC's conversion to a new communications network, involving a more elaborate process for gaining access to the computer--just when staff were accustomed to the older method of access. This, with the "bugs" of all new computer processes, caused discouragement and resulted in the decreases noted.

In her attempt to integrate GIS and regular classroom activities, the procedures the teacher developed can be described as follows: she asks users what they "might want to be," has them look up the code number of the occupation in the Manual, and has them write this on a form. She takes these forms to the terminal and, occasionally accompanied by a student, obtains a detailed description. Approximately 90% of all uses was for descriptions. Using the Study Guide, students decode the printout on specially prepared mimeographed forms, thereby practicing basic skills as well.

As might be expected from this process, the majority of uses (80%) were in the occupational file, and most (91%) of the requests were batched by the teacher. According to the identifying data, the majority of users (73%) had less than a high school diploma, and a relatively large proportion of individuals (88%) were enrolled in an educational program at the institution.

Queensborough Correctional Facility. With their late start, the QCF spent most of its time trying to cope with procedural problems, centering around finding a location for the terminal and identifying inmates to operate it on a regular basis. A total of six inmates have received some training in the use of GIS, but all of these men also have other responsibililities. As a result of these problems the supervisor has been reluctant to undertake anything more than a "soft sell" to potential users: he feels that if they can't avail themselves of the limited number of hours when there is a terminal operator available they will become more "turned off." Once he has resolved staffing problems, he intends to "take the computer into the classrooms, demonstrating its capabilities."

Table 4 summarizes the data for May and June. In May, two different

TABLE 4

SUMMARY OF USE AND TIME, BY MONTH, QUEENSBOROUGH CORRECTIONAL FACILITY

Month	N Different Users[a]	N Uses[b]	Average N Uses/User	Total Time	Average Daily Time[c]
September-April	-	-	-	-	-
May	2	5	2.5	5:15	0:55
June	4	30	7.5	3:00	1:30
TOTAL	6=total different users	35	5.8	8:15	1:00 8=total days used

[a] See Footnote a, Table 1, page 33.

[b] See Footnote b, Table 1, page 33.

[c] See Footnote c, Table 1, page 33.

individuals obtained information about occupations and two-year college programs. These individuals were trained operators, both high school graduates and enrolled in classes at the QCF. In June, all of the time used was for processing inmates' requests. A total of six different men asked for, on the average, 5.8 bits of information. Only approximately 10% of the uses were for occupational information.

Summary

In comparing the four sites, it is obvious that the QHDM made more use of the computer than all other sites combined, and the QCF the least. The QHDM's advantage, we feel, stems in large measure from the assignment of a full-time vocational counselor who considered the computer to be part of his responsibilities, and the fact that the Adult Learning Center occupies a viable place within the institution. Based on these attributes, we would hypothesize that, had the project been implemented at Green Haven, their use would have been comparable to that of the QHDM.

It should be pointed out that even the "best" sites (from a time-users point of view) did not use GIS to its maximal capacity. For example, of the total number of uses, only 9% were searches. The remainder were descriptions. The decision-making logic of the Guidance

Information System is one of its strongest aspects and one that users (at least high school and community college students) seem to benefit from. It, however, becomes available only when the system is used to search for occupations or colleges using the characteristics detailed in the Study Guide. That there was opportunity and need to use GIS in this fashion was obvious, and during visits IRDOE staff provided instruction in this regard. Once sites become more aware of this capability, we anticipate a greater proportion of searches and a general increase in their level of satisfaction with the effectiveness of the system.

To some extent, usage was hampered by mechanical problems. This year, at all sites, hardware problems were more severe than ever before, although the service provided by TSC and the other vendors continued to be excellent. All secured sites had the terminal repaired at least once, and two needed several repairs. Since this situation obtained at the community colleges, the breakdowns cannot be attributed to abuse. Indeed, no instance of willful abuse has ever been noted at any site in four years.

When TSC changed to a new communications network in early June, IRDOE anticipated that confusion would result due to the new, more complex procedure for accessing the Guidance Information System. Despite TSC's helpfulness in making the switchover, several sites were so discombobulated that they frequently did not make more than one attempt. (See, in particular, June usage data for the Correctional Institution for Women and the QCF.) Had the new access network been introduced at the start of a year's operation, the same confusion would not have resulted.

Mechanical problems were not the only contributors to the slow and gradual project implementation at the four operational sites. The same general factors that delayed site selection and prolonged start-up also played a role in hindering full utilization. We have mentioned, for example, that no site took advantage of the money set aside to pay inmates for operating the teletypewriter terminal. Based on our best guess, we hypothesize that no application was made for funds because it would entail the educational staff obtaining clearance and permission from other groups within the institution. Since the groups tended to

function autonomously, any procedure requiring collaboration would probably not be undertaken. This experience illustrates the fact that seemingly minor changes in activity are not easily accomplished in a prison setting.

There also exists within correctional facilities a seeming preoccupation with time, although never with speed. Bells ring to demark time periods--dinner time, school time, work time, lock-out time. Language and thought is time-oriented: time served, time to do, first time...inmates come and go, and more often than not, return again. Personnel, as a result, came to feel that there is sufficient time to accomplish their activities, if not with this group then with the next.

Furthermore, like hospitals and military bases, prisons are responsible for the total care of the inmate during the period of his incarceration. Unlike hospitals and military installations, however, not only has the client been adjudged a criminal, but because of the extremely rapid turnover, becomes virtually indistinguishable from his fellows.

The net effect is on the rate of start-up operations. While it is true that the great contrasts in use between the different sites in this project indicate that some would probably never use the computer as much as others (this, it should be noted, was the outcome of similar demonstrations in the high schools and community colleges), it is likely that given a longer period of adjustment, use would increase at all sites.

REACTIONS

In this section, we will describe the reactions of staff, and inmates and detainees, as reported to us by the supervisor and through questionnaires and observations.

Despite reports that the Study Guide was inappropriately difficult for their population, only the project supervisors at the QHDM and the Women's Institution attempted to do anything about it. The teacher at the Women's Institution devised special forms for her students, and at the QHDM, the inmates were provided a detailed explanation of the Study Guide "after which the men were better able to understand and use it independently." New York City Community College indicated that a similar plan would be effective for the BHD.

Staff reactions to the content of the Occupational File had to do with, as anticipated, the special interests and needs of an incarcerated population. The sites reported, repeatedly, that too many of the occupations require an academic degree beyond high school graduation. Yet, on inspection of the more than 300 different occupations inmates asked about, those most frequently requested required extensive formal education.[1]

Noted as missing from GIS' sample of occupations were governmental jobs (including but not limited to U.S. Marshall and prison warden), stockroom clerks, beauticians and cosmetologists, occupations that made use of bi- or multi-lingual ability, occupations in the hotel-motel field and in environmental sciences and pollution control.

In addition, GIS does not contain information that might be useful to ex-offenders. Although their legal status with respect to certain occupations has been changing, an occupational information system could be designed so that individuals with a prison record could have a better concept of the effort needed to deal with legal and/or attitudinal barriers.

For all sites combined, inmates and detainees asked for information about a total of more than 90 different four-year colleges (St. John's University in New York City and Empire State College were the two most frequently requested) in 23 different states. There were far fewer requests for information about two-year colleges, about 9% of the total requests. They asked about approximately 35 different two-year colleges in 10 states; the most frequent request was information on La Guardia Community College.

In more general terms, disregarding the specifics of GIS, reaction to the concept of automated information delivery varied. All sites indicated that they would like the project to be continued next year, but differed in their enthusiasm. At the one extreme is the reaction of the Director of the WDU (the Women's Correctional Institution) who without

[1] In descending order of frequency (f), the occupations asked about were: counseling psychologist, law clerk-paralegal assistant, educational psychologist (9); social psychologist (7); automobile mechanic, clinical psychologist, manager of a retail store, medical social worker (6); and art layout planner, caseworker supervisor, child welfare caseworker, child psychologist, clergy, computer peripheral equipment operator, electronic technician, lawyer, and manager of a restaurant (5).

trying it with her group, felt that "her women really want information about where they can go and what they can do when they get out--and not descriptions of things."

At the other extreme, "The Guidance Information System is a godsend [to the QHDM]. Without it our counseling programs would be severely limited...GIS, to be sure, is no panacea and cannot in and of itself speak to the economic, social or political factors that are the root causes of the crime and punishment dyad. It...can materially assist inmates in making the transition to useful and taxpaying citizens who will hopefully contribute to the general good of society.... We have received nothing but praise [from the warden and other non-inmate personnel of the institution] concerning its efficacy and indeed anticipate the need for more computer time in response to an ever-increasing demand for its services." (The QHDM is exploring ways of keeping GIS operative during July and August 1977, and may be able to work out a shared arrangement with La Guardia Community College which is leasing GIS for their summer session.)

A more middle position is exemplified by the teacher at the Women's Institution, who says, "The computer is valuable for counseling and employment referrals.... It has great potential as a counseling device." If she were able, she would like to see more terminals in a large site, more visual aids for the classrooms, and more integration with basic skills.

All supervisors reported that as a result of exposure to GIS there has been an increase in the number and kinds of questions asked by inmates about occupations. Some have asked where training can be obtained, and about whom to contact on the outside. Others' questions have "become more detailed" and "focused on qualifications and requirements," including educational and aptitudinal ones. One supervisor reports that users had "much more clearly defined the realities of their job prospects, what they must do to accomplish their goals, and how they would achieve this end." The QHDM reports an increase in enrollment in the ALC, resulting from the combination of computer plus counseling services.

Evidence from the supervisors indicates that "several inmates have expressed a desire to further their education in order to meet the requirements for the jobs that they are interested in." Numerous inmates

were not aware of the training requirements necessary, but after seeing the printout had a much keener perspective of what they needed to do. Several have written away for further information.

We asked supervisors to describe the characteristics of inmates who benefited most and least from the computer information. The supervisors at the two detention centers felt that men with higher educational levels or abilities, and the more "self-assured" benefited the most, while those with little schooling and poor skills the least. At the Women's Institution, it was felt that detainees are more interested than sentenced offenders.

The attitudes of the inmates are very favorable. In general, they exhibited trust in the project and toward the educational staff, and were willing to sign-in their names on the terminal and fill out questionnaires. They took the project seriously, and although they told us it was "fun" and that it "helped with the boredom," they also "appreciated the information" that was obtained. Moreover, they--similar to students in high schools and colleges--did not react to the computer-mystique, although they did tend to place great reliance on the accuracy of the information, despite our cautions.

Seventeen men, 16 enrollees of the ALC, at the QHDM agreed to complete a questionnaire (see Appendix A) asking them about their experience with the computer. Thirteen indicated that they had first learned about the computer's availability while attending classes at the Adult Learning Center. All wanted to use the computer again and "would recommend it to a friend." The reasons given were (in descending order of frequency): to find out about more jobs they might be interested in or suited for; to get more information about an occupation or field they have already chosen; and to get information on other jobs. One respondent said, "The computer supplies a wealth of knowledge." Another said "because not only do I appreciate the informative knowledge, I've also am [sic] learning its operation." And another wants to use it again "to find out the requirements under parole officer and its study."

One of the inmate questionnaire items listed seven things the computer may or may not be good for, and asked the respondent to check as many as they agreed with. Fifteen of the 17 respondents felt that "the computer is good for men who are interested in going to school when

they get back on the street," and that "the computer is good for men who are interested in a job when they get back out to the street." No one checked that "the computer is a good way to get off the floor and break up the time," although one wrote "the computer is a positive release of pressure...supplying an interest." Only three of the 17 felt that the "computer helps men feel they are in touch with what is going on outside."

To the question, "Did using the computer change any of your plans for going to school or getting a job?", eight checked "no"; 7 checked "yes"; and there were 2 "no responses." When we asked them to elaborate, one said he "changed his mind about doing social work"; another that he found out he "could work and go to school"; and another indicated the necessity to "strive harder if I wish to succeed."

Fourteen of the 17 said that if they had to serve time, they would enroll in an educational program if one was offered at the sentenced facility.[1] Asked what they would like to study, we got the following: psychology, occupational therapy, business administration and accounting, fine arts, writing, law, math, teaching, and some "not sures." One who could not cope with the hypothetical possibility of being sentenced said, "I'm not going to prison."

CONCLUSIONS AND RECOMMENDATIONS

During 1966-77, with VEA funds, IRDOE set up a demonstration of a computerized occupational (and college) information system (GIS) in four secured environments: the Queens House of Detention for Men (QHDM); the Brooklyn House of Detention (BHD) and Community Learning Center for Ex-Offenders; the New York City Correctional Facility for Women; and the Queensborough Correctional Facility (QCF).

Initially, IRDOE's familiarity and several years' experience with the Guidance Information System in public high schools and community colleges did not seem to be adequate preparation for working in this new milieu. It is only in retrospect, after ten months of exploration and evaluation, that IRDOE has come to recognize the similarities between this year's experience in the secured settings and previous findings:

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[1] The respondents included 13 detainees and four sentenced offenders.

1. The intra-setting (i.e., among similar types of sites) variance in utilizing GIS. Differences in utilization rates among similar types of sites can be as great or greater than those between settings.[1] In this demonstration, the rate of use at the QHDM was several times that of the Women's Correctional Institution--the site with the second highest rate of use.

Thus, one must conclude that similar types of sites will exhibit widely varying rates of use.

2. The "reluctant" participant. Excluding the special case presented by Green Haven Correctional Facility (GHCF), this year's demonstration again indicated that one can expect at least one site not to become an ardent supporter or user of the computerized information system. This year, we had one such clear instance (the Women's Development Unit of the Women's Correctional Institution) and maybe more (the BHD operation and QCF). Because of their late start, it is perhaps a premature conclusion for the QCF.

In past years there were similar instances where, despite an initial positive reaction, the system remained underutilized. These "reluctant" sites (whether they be colleges, high schools, or prisons) seem to have the following characteristic in common: the decision to participate was usually made by an administrator who remained removed from day-to-day involvement and did not provide ample support or information to those directly in charge of the project.

Within the first few months of operation it is possible to identify those sites which will make great (relatively) use of GIS and those that will not. Moreover, the latter sites will remain "reluctant" participants for at least the duration of one year, despite the degree of external stimulus exerted.

3. The "start-up problem." Leaving aside for the moment the prison's special security needs, there was nothing unique about their start-up (in comparison to community colleges, for example), other than that it was extremely slow.

The secured environments, in general, were not as speedy as other types of sites in developing procedures and methods to integrate GIS with

[1] For case of explication, the high schools, community colleges, and prisons will be described as "settings."

their on-going educational programs. While this can be attributed in part to their relative lack of familiarity with new programs and funded projects, it may have more to do with their complex organizational structure and the need to coordinate activities among the other groups responsible for general welfare and security.

That the underlying cause is probably organizational is indirectly supported by IRDOE's past experiences that suggest more difficulty in start-up at the community college level than at the high school level. The colleges are more similar to the prisons in that not only is one dealing with a group of adult clients--as compared to secondary school "students"--but with staffs who function more autonomously, and whose major responsibilities (and philosophies) toward their clients are more diverse.

Looking at variations within settings, we found as large differences in start-up among individual high schools and among the colleges as well as between them and the prison sites. The more fragmented the organizational structure in terms of responsibilities, the greater the start-up lag. Within similar types of environments, therefore, start-up is a function of organization, staffing, and commitment.

4. Staff reaction. All sites, with the exception of the WDU, were favorably disposed to the GIS experience, but differed from one another in the positiveness of that response. To the QHDM, GIS was a "godsend"; the BHD Community Learning Center was more tentative in their reaction, although they made the next greatest use of the system. The Women's Institution tended to be very favorable, despite their relatively late involvement. And the QCF, similar to College C in 1975-76, appeared more favorably disposed than their usage would suggest. Thus, staff reactions to GIS--in the prisons as well as in other settings--are not necessarily the best predictor of the amount or type of use to which GIS will be put by a particular site.

The similarities should not imply that there were no substantial differences in the computer experience in the secured environments as compared with other settings. Each year yields wide ranges in the extent of use of GIS. During the first year with community colleges, overt or implied comparisons were drawn between their rates of use, and

those of the high schools; in 1974-75 this was our only basis of comparison.

It was only during the second, 1975-76, year--to be confirmed in 1976-77--that we began to recognize that such comparisons failed to take into account the unique features of the colleges that distinguished them from the high schools. Thus, we began to look at the college computer-aided counseling experience as something that had a character of its own. Similarly, we can see that the computer-aided counseling project in correctional facilities produced some outcomes peculiar to these settings.

The great length of time needed to start-up this project was the most striking distinction in all secured sites--although for some more than others. The relative difficulty of project monitoring and assessment represented other differences between this and demonstrations in other types of environments. In this regard, the conduct of research activities shows a marked increase in difficulty from high schools to colleges to prisons.

Secured environments further demonstrated a unique pattern of computer use: they, overall, had more uses per user (a calculation roughly comparable to repeat uses in the colleges and high schools), probably as a result of the clients' lack of mobility, greater need for information, and decreased opportunity to explore multiple resources.

Inmates and detainees tended to use GIS much more frequently than students for the purpose of obtaining <u>descriptions</u> of items in the data files. The secured environments conducted relatively few searches, but whether this was or was not solely a function of client need is indeterminate. As a result, however, sites remained relatively unsophisticated and less critical about GIS than could have been (on the basis of our previous experiences) and, moreover, were not exposed to the system's decision-making capability.

As can be predicted, with the exception of the BHD, the correctional facilities tended to make greater use of non-professionals to operate the terminal than the colleges or high schools. Furthermore, in the secured environments, more than 68% of the requests for information was in the occupational file, reflecting the inmate population's need for job-related information.

In summary, based on this year's experience in four correctional facilities and detention centers, IRDOE concludes that the inroads made this year in overcoming implementation problems coupled with a continued, vocalized need for this service warrant consideration of another round of experimentation. In particular:

- There is need for occupational information in secured and semi-secured environments that can be satisfied, to a large extent, by the automated delivery of occupational information.

  While the content of the data in GIS' files does not meet the specific needs of an incarcerated population, it does provide correctional facility staff with a vehicle around which they can build and expand a program. The Queens House of Detention for Men is a case in point.

- There is sufficient interest on the parts of individual institutions to indicate that computerized delivery of occupational information can be an effective technique for providing needed services to the inmate population.

  However, better ways of appealing to a facility's educational staff need to be developed to try to overcome the obstacles inherent in the structure of secured environments.

  One-to-one outreach and training, which was effective at the community colleges, might prove an effective mechanism. Greater attention, in particular, needs to be paid to the cadre of corrections officers--that group most involved in the inmates' daily life and activities.

- There is some suggestion that the use of the computerized occupational system stimulates the incarcerated population's need for the information in the computer files, assists them in understanding occupational requirements in terms of their skills and abilities, and serves as a way to clarify and extend their vocational choices.

  More innovative approaches to assessing the impact of use on inmates and detainees need to be tried out. Testing, before and after use, is not a feasible evaluative technique for detainees due largely to turnover. Moreover, enrollment in an institution's educational program cannot be used as a criterion of success, since other factors contaminate who can or who cannot participate.

The 1976-77 experience with the Guidance Information System in correctional facilities and detention centers was neither an outstanding success nor a total failure. Intra-site variations suggest that the concept of providing inmates and detainees with computerized occupational information is sound, feasible to implement, and potentially productive of improving their knowledge and attitudes toward the world of occupations.

APPENDIX A

EVALUATION FORMS

Automated Terminal Sign-In Instructions,
User Identification A1

Coordinator's Questionnaire A2

Inmate Questionnaire, QHDM A10

USER IDENTIFICATION
CAG TERMINAL INSTRUCTIONS

(Keep at terminal)

Before each individual's use of the computer, type in the following:

1. Start with a SINGLE QUOTE (use the shift-7 key) '
2. Within the quote, type in the following <u>about the person for whom the information is intended (the user)</u>:
   - NAME
   - BATCHED (if the user is not present) or DIRECT (if the user is present)
   - AMOUNT OF EDUCATION COMPLETED (1 = less than high school graduation; 2 = high school graduation; 3 = some post-secondary vocational training; 4 = some college; 5 = Associate's degree; ' = Bachelor's degree)
   - Is the user currently enrolled in an educational program at the facility? YES or NO
3. Close SINGLE QUOTE (use the shift-7 key) '
4. Press CARRIAGE RETURN

EXAMPLES: 'JOHN JONES DIRECT 2 YES'
'BOB SMITH BATCHED 3 NO'

NOTE: If a user other than an inmate or detainee at the facility is involved, type in enough information within the single quote to identify him (e.g., title or position), his affiliation, and the purpose of his use (e.g., demonstration, personal use, training).

EXAMPLE: 'ANDREW BLACK STATE DEPARTMENT OF CORRECTIONS DEMO'

CASE Institute for Research and Development in Occupational Education

COMPUTER-AIDED COUNSELING PROJECT
COORDINATOR'S QUESTIONNAIRE
May 1977

I. IMPLEMENTATION AND PROCEDURES

1. Estimate the percentage of inmates or detainees at the facility who know about the computer's availability _____

2. Estimate what percentage of those inmates or detainees who actually use the computer found about its availability in the following ways:

_____% from a prison newspaper article
_____% from a poster or flyer
_____% from educational staff
_____% from other social service staff
_____% from corrections personnel
_____% from other inmates or detainees
_____% in other ways; please describe _____

_____

_____

_____
100%

3. Estimate what proportion of ex-offenders who use the computer found out about its availability in the following ways:

_____% from posters
_____% from their educational program teachers or supervisors
_____% from other ex-offenders
_____% while they were in BHDM
_____% in other ways; please describe _____

_____

_____
100%

4. Describe those actions you would take to improve the recruitment effort (e.g., informing more staff within the institution about the computer's capabilities, putting up more posters, distributing flyers, etc.) _____

_____

_____

5. How may inmates or detainees were trained to run the terminal during the course of the year? _____

6. Who usually operates the computer terminal? _____

_____

7. Who usually discusses the output with the user? _____

_____

8. Must inmates or detainees be escorted to the terminal area?

_____ No _____ Yes; if yes, by whom? _____

_____

9. How serious were mechanical problems with the computer-related equipment in hindering the operation at your facility?

/Very serious / Fairly Serious / Not Serious/

10. How serious a problem was unauthorized use of the computer telephone for personal reasons?

/Very Serious / Fairly Serious / Not Serious/

_____Check here if there was no unauthorized use.

11. Use of the computer was provided to your institution two days per week this year. Do you think this was adequate to meet your needs?

_____Yes _____No; if no, estimate how many days on-line would be optimal._____

II. GIS ADEQUACY

1. Please indicate when a user first sees the Student Study Guide (e.g., when making an appointment, when actually using the terminal, etc.)_____

_____

_____

2. Are inmates or detainees permitted to take the Student Study Guide from the classroom or terminal area?

_____ Yes _____No

3. Are ex-offenders permitted to take the Student Study Guide from the classroom or terminal area?

_____Yes; _____No

4. The Student Study Guide explains how to use the system. Please rate its overall adequacy for use by your population in terms of:

Reading Comprehension Level

Easy for the average user	At the average user level	Hard for the average user

Format (layout and arrangement)

Easy for the average user	At the average user level	Hard for the average user

5. Have you created your own materials to be used in conjunction with or instead of the Student Study Guide?

_____No; _____Yes; if yes, specify what you did and whether it was effective:

_____

_____

The Occupational File

6. The occupations in the data bank consist of a sample of occupations from the Dictionary of Occupational Titles. Does this sample include most of the types of occupations which the average user is interested in?

_____Yes; _____No; if no, list significant areas of omission_____

_____

7. Other than the obvious fact that no information can be obtained about restrictions on ex-offenders, does this sample of occupations include ones not appropriate or not diverse enough for your population? (Consider jobs of too high or low a level, redundancies, etc.)

_____No; _____Yes; if yes, please specify_____

_____

_____

8. This system is designed to be used nationally. Does this limit the value of the occupational file for your users?

_____No; _____Yes; if yes, how?_____

_____

9. Overall, in terms of searching for a list of occupations from the data bank, how understandable is the structure and content of the occupational file for your average user?

Very Confusing	Somewhat Confusing	Generally Understandable	Very Easily Understandable

10. In your opinion, what changes would improve the occupational file for your population?

_____

_____

_____

The College Files

11. Have you found that most of the colleges you feel should be in the data bank are included?

Two-year colleges: _____Yes; _____No; if no, what omissions have you found?

_____

Four-year colleges: _____Yes; _____No; if no, what omissions have you found?

_____

12. The college files do not include other post-secondary, non-college educational institutions such as Katharine Gibbs, La Salle, etc. Do you feel any such institutions should be included?

_____No; _____Yes; if yes, what types?_____

_____

13. Have you found many errors in the information provided?

_____No; _____Yes; if yes, indicate the particular types_____

_____

14. Rate the usefulness of the Two-Year College file for the following users:

	Very Useful	Somewhat Useful	Not Useful
detainee	_____	_____	_____
sentenced individual	_____	_____	_____
ex-offender	_____	_____	_____

15. Rate the usefulness of the Four-Year College file for the following users:

	Very Useful	Somewhat Useful	Not Useful
detainee	_____	_____	_____
sentenced individual	_____	_____	_____
ex-offender	_____	_____	_____

16. What changes would make the college information more useful or relevant?

_____

_____

III. STAFF INVOLVEMENT

1. How many staff members at your site, including yourself, can operate the computer without help?

_____

2. About what proportion of the following staff at the institution know about the computer project?

	less than 25%	26%-50%	51%-75%	over 75%
educational staff	____	____	____	____
other social service staff	____	____	____	____
corrections officers	____	____	____	____
correctional administrative officers	____	____	____	____

3. How would you rate the overall attitude of the staff at the facility towards the computer?

	very favorable	somewhat favorable	neutral	unfavorable
educational staff				
other social service staff				
corrections officers				
correctional administrative officers				

4. Have staff members at the facility ever referred inmates to use the computer?

_____No; _____Yes; if yes, about how many inmates were referred and by whom?

_____

5. To the best of your knowledge, has the warden or superintendent ever seen a demonstration of the computer?

_____No _____Yes _____Not Sure

6. Has any supervisory or administrative staff at the facility asked about the project and its results? _____No; _____Yes; if yes, who and how often?_____

_____

IV. EFFECTS ON USERS

1. Overall, how do the inmates or detainees feel about the computer once they have used it?

Very Favorable	Somewhat Favorable	Neutral	Unfavorable

2. Overall, how do ex-offenders feel about the computer once they have use it?

Very Favorable	Somewhat Favorable	Neutral	Unfavorable

3. Is there any indication that more detainees, inmates, or ex-offenders may have enrolled in educational programs as a result of the computer experience?

_____No; _____Yes; if yes, please cite examples_____

_____

_____

_____

4. Is there any indication that more inmates, detainees, or ex-offenders seek out counseling or advice because of the computer?

_____No; _____Yes; if yes, cite examples_____

_____

_____

_____

5. Have you noticed a difference in the type or number of questions you receive about occupations or training that may be attributable to use of the computer?

_____No; _____Yes; if yes, describe the change_____

_____

_____

_____

6. Is there any indication that inmates, detainees, or ex-offenders may have changed their career goals as a result of using the computer?

_____No; _____Yes; if yes, please cite examples_____

_____

_____

7. Is there any indication that inmates, detainees, or ex-offenders learned something new as a direct result of using the computer?

_____No; _____Yes; if yes, cite examples_____

_____

_____

_____

8. Do you feel that some users benefitted more than others?

_____No; _____Yes; if yes,
what kind of person benefitted most (e.g., in terms of motivation level, academic achievement, etc.) _____

_____

what kind of person benefitted least? _____

_____

9. Do you personally feel that the computer has been a benefit to most of those at your institution who have used it?

_____Yes; if yes, why?_____

_____

_____No; if no, why?_____

_____

10. Have you found the computer to be a useful tool for you in providing information?

_____Yes; if yes, why?_____

_____

_____No; if no, why?_____

_____

11. Would you recommend that the project be continued at your site next year?

_____Yes; please explain_____

_____No; please explain_____

V. ADDITIONAL COMMENTS

Please use this space to make any additional comments or recommendations about such things as the usefulness, conduct, evaluation, or future of the computer-aided counseling project.

_____

Please indicate the name of the person completing this questionnaire

CASE Institute for Research and Development in Occupational Education
Graduate School and University Center/City University of New York
33 West 42nd Street
New York, NY 10036

We would appreciate it if you would answer a few questions about the computer program we have installed at the Queens Men's House of Detention. This is the first time such a program has been used in a correctional facility and we need to know, from your point of view, if it was helpful.

We are asking you your name on the bottom. The reason for this is that we want to know how many different people have filled out this form. Your name and your answers will not be seen by anyone else, and will never be discussed separately. We will use all the men's answers to help decide if the computer is an important program to try to keep. Thank you very much for your cooperation.

1. How did you first hear about the computer? (Check one)

_____while attending classes at the Adult Learning Center

_____from another inmate or detainee

_____through an announcement on the floor

_____through the prison newspaper

_____from the Social Service staff; if so, who?_____

_____some other way? if so, how?_____

2. Do you want to use the computer again? (Check one and explain)

_____No; _____Yes

Please explain why:_____

_____

3. Would you suggest that other detainees/inmates use the computer? (Check one and explain why)

_____Yes; why?_____

_____

_____No; why?_____

_____

4. In your opinion, why is the computer useful? Read the list and check those reasons that you think it is useful. If there is nothing on the list that reflects your opinion, write in your reasons.

_____The computer is good for men who are interested in going to school when they get back to the street.

_____The computer is good for men who are interested in a job when they get back out to the street.

_____The computer is good for men who don't know what they want to do when they get out to the street.

_____The computer is a good way to get off the floor and break up the time.

_____The computer is a good way to find out what a man is good or not so good at doing.

_____The computer helps people understand how to make decisions.

_____The computer helps men feel they are in touch with what is going on outside.

_____Other reasons:_____

_____

_____

5. Did you use the computer to get information about schools (colleges)?

_____No

_____Yes; if yes, what did you learn that was useful?_____.

_____

_____

6. Did you use the computer to get information about occupations?

_____No

_____Yes; if yes, what did you learn that was useful?_____

_____

_____

7. Did using the computer change any of your plans for going to school or getting a job?

_____No

_____Yes; if yes, what plans were changed?_____

_____

8. Are you enrolled in any classes at the Adult Learning Center?

_____No

_____Yes; if yes, are you taking (check as many as apply):

_____basic courses (reading, math, writing, typing)

_____dramatic reading, creative writing, poetry...

_____tutor courses (to learn to tutor other inmates)

_____high school equivalency

_____college credit

_____other:_____

If you would like to, would you please answer the next two questions. Your answers will be treated confidentially. We are asking because we want to know about the usefulness of the computer and other educational programs for men with different backgrounds.

9. Are you:

_____waiting for trial

_____serving time: is this your only conviction? _____No; _____Yes

10. If you have to serve time, do you think you might enroll in the facility's educational program?

_____No

_____Yes; if yes, what would you want to study?_____

_____

_____ _____
Name Date

APPENDIX B

PUBLICITY AND RECRUITMENT

Article in LINK, The QHDM's Inmate Newspaper B1

DAISY Flyer B3

CASE/IRDOE Colloquium, Sample Invitation B4

ON LINE, Vol. 1, No. 2 . . . . . B5

*** DASI ***

The crowd huddles around in the seventh floor classrooms. Each man is awaiting his opportunity to get next to D.A.S.I. She is beautiful. Her appearance invites questions. All of her answers are quick, direct and straightforward. She is the new assistant in the Career Development class.

D.A.S.I. stands for Data Access System Inc. The use of computer time has been acquired by the Adult Learning Center. This puts the information that is needed for pursuing dencational and occupational goals within easy reach of the staff. The valuable assistance of Dr. Bill Sutton, Educational Counselor, along with D.A.S.I. is available to all of the inmates. Whether enrolled in classes or not, you can get the information you need for pursuing any field of work. Here follows is just a small example of the kind of data available:

FASHION COORDINATOR
DOT #:185.158

JOB DESCRIPTION AND WORKER REQUIREMENTS:
PROMOTES NEW FASHIONS, COORDINATES PROMOTIONAL ACTIVITIES LIKE FASHION SHOWS, STUDIES FASHION JOURNALS, VISITS STORES & FACTORIES, & SELECTS GARMENTS FOR DISPLAY. REQ. ABILITY TO ACQUIRE KNOWLEDGE OF MARKETING CONDITIONS & CURRENT FASHIONS, RELATE TO PEOPLE; INITIATIVE & DRIVE.

RELATED JOBS:
141.081 FASHION ARTIST
142.081 CLOTHES DESIGNER
185.168 MANAGER, STORE
132.063 COLUMNIST, FASHION

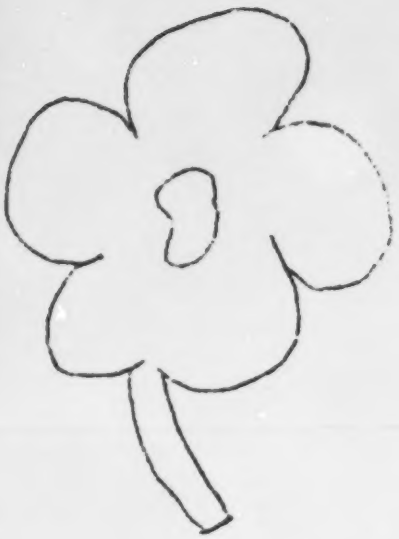
FOR FURTHER INFORMATION:
U.S. DEPT OF COMMERCE, WASHINGTON, D.C. 20230
NAT'L. ASSN. OF FASHION & ACCESSORY DESIGNERS
31 S. YEWDALL ST., PHILADELPHIA, PA. 19139

(continued)

?1*483
483
FASHION COORDINATOR

5 CONSUMER & GOMEMAKING EDUCATION
12 MARKETING & DISTRIBUTION
20 PROF., TECH. & MANAGERIAL OCCUP.
34 MANAGERS & OFFICIALS
202 INVOLVES BUSINESS CONTACT WITH PEOPLE
208 OCCUPATION RESULTS IN PRESTIGE/ESTEEM
220 ABILITY TO REASON AND MAKE JUDGEMENTS
221 UNDERSTAND AND USE WORDS EFFECTIVELY
222 DO ARITHMETIC QUICKLY AND ACCURATELY
243 JR. COLLEGE, ASSOCIATE DEFREE
250 BACHELOR'S DEGREE
273 EXPERIENCE IN SIMILAR JOBS ESSENTIAL
286 FROM 2 TO 4 UEARS TRAINING
316 MERCHANDISING
331 EMPLOY. OUTLOOK STABLE
344 REQ. FREQUENT WORK WOTH PEOPLE
346 REQ. INFLUENCING OPINIONS, JUDGEMENT
ect.

ATTENTION ALL FLOORS !!!



DAISY IS HERE

(Data Systems Access, Inc.)

Need help in selecting an occupation?

Looking for a school to attend upon release ?

Wondering how to finance your education ?

.... A computer located in the Adult Learning Center on the seventh floor can answer these and many other questions

.... This computer is tailored to assist you with your individual requests and will give you a printout for:

Education
-Where to find it
-Colleges - 2 years
- 4 years
- Vocational and technical training

Careers in Thousands of Fields

-How to qualify
-Job requirements
-salary

.... Vocational and Placement Counselors are available to help you to find employment

.... Contact your floor leader and submit a request to come to the Adult Learning Center.

The Center for Advanced Study in Education (CASE)
cordially invites you to attend a colloquium
to be presented by

Barbara R. Heller, CASE
Linda Chitayat Gross, CASE
and
Representatives from Participating Field Sites

Computer-Aided Counseling in Institutional Settings:
Demonstration and Report of Experience with one
Current System (GIS) In High Schools,
Community Colleges, and Correctional Facilities

Thursday, March 24, 1977
2:00 P.M.
Room 1029

The Graduate School/CUNY
33 West 42nd Street
New York, N.Y. 10036

The Graduate School and University Center

ON LINE

A NEWSLETTER ABOUT COMPUTER-ASSISTED COUNSELING

Vol. I, No. 2 November, 1976

"DRINK DEEP OR TASTE NOT THE PIERIAN SPRING"

"I believe that the counselor must 'drink deep or taste not the Pierian spring.' To use computers or to have clients use them means that the image which the counselor has of himself must be sharpened and probably changed.... What can the counselor do that even the most sophisticated of present computers cannot do? Does the counselor know the elements of his essential humanness that no computer can match?"

C. Gilbert Wrenn, in special issue "Technology in Guidance" Personnel and Guidance Journal, November 1970, p. 183

FROM LINDA CHITAYAT PROJECT ASSOCIATE "What's in a Name?"

During this project we have been collecting data about the use of the computer in counseling so that the most appropriate decisions for future continuation, revision, and/or expansion of the program may be made by the funders. To insure accuracy, we ask for some identifying information, including the names of users. (The method of signing in this information at the terminal is known by the project coordinator(s).

While some users may be reluctant to enter their names, we assure you and them that names are needed only to determine whether the same person comes back to use the computer more than once. We really would not care if a user used an "alias" so long as the same alias is used by that person on each visit to the computer

We encourage you to read our reports summarizing the first two project years. Student names were not used; only the number of different students and the number using the computer more than once was reported. Write us or see your coordinator for copies.

SOME QUESTIONS FOR COUNSELORS TO CONSIDER ABOUT COMPUTER-ASSISTED COUNSELING...

Is there a place for computerized information retrieval in the counseling process?

Why would I, as a counselor, want to use it? Can it further my goals?

How will I use the information when counseling a client?

What effects might using the computer have on students? On me?

How can I make the most effective use of the computer to help me in my work?

What questions should I ask concerning the data files?

If I haven't used the computer myself, what has kept me from trying it?

Have I discussed my creative uses of the system with others?

Who will decide what technology will do to and for people?

Am I keeping up with new developments in the counseling field?

(Editor's note: Additional questions and responses to the above are invited.)

READY, SET, GO!

We are happy to welcome Queensborough and Dutchess Community Colleges to the Computer-Assisted Occupational Counseling Project. This year we will be looking at similarities and differences in start-up and usage patterns at a new CUNY site and a non-CUNY site. The coordinator at Queensborough is Professor John Prior; at Dutchess, responsibilities will be shared by Professor Diana Bing and John Pagliarulo.

IRDOE also initiated a companion project in "secured environments" including detention centers for males and females, a halfway house for parolees and ex-offenders, and a maximum security correction facility.

At a recent training session, an optimistic detainee searched the bank for information about becoming a guidance counselor when he finishes his 25-to-life sentence. Do you think the employment outlook will improve by then?

ON INCREASING USE AT BRONX COMMUNITY COLLEGE

Professor Anita Baskind, in charge of Career Planning Services, Department of Student Development, informs us that as part of the curriculum, all introductory psychology classes at BCC are exposed to a program concerning psychology and careers. This program was jointly produced by the Depts. of Social Sciences and Student Development. Following the major part of the presentation by Dept. of Social Science faculty, Prof. Baskind, CAG project coordinator at BCC, discusses all the career planning services of her department, including the computer.

Prof. Baskind finds that when a counselor personally publicizes the service, use increases noticeably, as attested by a notable increase in use after these meetings.

STAFF REFERRALS EFFECTIVE RECRUITMENT TECHNIQUE AT STATEN ISLAND COMMUNITY COLLEGE

The terminal sign-in procedure whereby we ask that the referral source be identified by name was instituted last year at Statenisland Community College. Paul Siegel, CAG project coordinator, carefully supervised the collection of data which showed that of the 447 students using the computer there, 72% were recruited by counselors, faculty members, and coordinators of special programs. Prof. Baskind's findings at BCC (see above) support this evidence.

The second most effective recruitment procedure was Snoopy posters which became a logo symbolizing the computer at SICC.

Printout from CAG staff:

TO ALL OUR READERS...MERRIMENT AND CHEER;
BEST HOLIDAY WISHES...AND A HAPPY NEW YEAR!

CAG SYSTEM SIGNIFICANTLY INTEGRATED WITH USOE GRANT TO LA GUARDIA COMMUNITY COLLEGE

According to Jeffrey I. Kleinberg, Asst. Dean of Student Services at La Guardia, "availability of the computerized information system played a significant role in obtaining a USOE grant to consolidate, expand, and evaluate a Career Resource Center (CRC).

The new grant allows La Guardia to serve as a prototypical career education delivery system for other community colleges. The CRC includes work simulation laboratories "to bridge the gap between classroom instruction and the actual job situation," multimedia occupational information systems, including the computer, interview rooms for students and business representatives, and consultation rooms for individual and group counseling.

Served by the CRC are high school students and college coop ed interns, freshman advisory groups, faculty, college admissions and transfer staff, business and industry representatives, and curriculum design specialists. In addition, the CRC will focus on meeting developmental needs of specific groups -- women, non-English speaking adults, and older community members.

Simulated job interviews, group freshman orientation, and seminars to discuss internship experiences are among the many activities of the CRC.

NEXT ISSUE: WANTED
CASE STUDIES INVOLVING USE OF GIS

INTERESTING READING

Pyle, K.R., & Stripling, R.O. The Counselor, the Computer, and Career Development. Vocational Guidance Quarterly, 1976, 25 (1), 71-75.

This study examines the relationship between a computer-assisted activity and the development of career maturity of students participating in a career development unit at a community college.

The System of Interactive Guidance and Information (SIGI) used in Pyle and Stripling's study is based on a values clarification approach and, in comparison to the Guidance Information System (GIS)which we are using in this project, might be described as more of a "counseling type" system than GIS which is primarily an information retrieval system. Their findings indicated that positive change in career maturity attitudes of community college students, as measured by the Crites Career Maturity Inventory Attitude Scale, was obtained only when the computer system was used in conjunction with a counselor.

The authors report that an earlier study found no significant change in CMI attitude scores when SIGI was used without counselor participation. They conclude that "evidence now exists to help allay the counselors' fear that the computer might replace them."

ON LINE is a newsletter for counselors and others interested in computer-assisted counseling. Published by the Institute for Research and Development in Occupational Education (IRDOE), Center for Advanced Study in Education, with a grant from the NYS Education Department's Bureau of Two-Year College Programs and Division of Occupational Education Supervision (VEA# 77-2-381). IRDOE is located at the Graduate School and University Center, CUNY, 33 West 42nd Street, New York, NY 10036. Tel.: 221-3517,3519
Project Director: Barbara R. Heller
Project Associate: Linda Chitayat
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Production Staff: Russell Nutter

APPENDIX C

SAMPLE MATERIALS TO SUPPLEMENT CIS

"Summary Sheet," QHDM C1

"Computer Search," Women's Correctional Institution . . . C2

Classroom Activities, Women's Correctional Institution C3

Name C1 Date

SUMMARY SHEET

Place a check mark in the box beside the file you wish to use.

WHICH FILE? OCCU__ COL4__ COL2__ SCHO___

Now, list your characteristics with the appropriate instruction letters and meanings. Make sure you list first those which you consider most important.

Most important	Instruction Letter and Characteristic No	Meaning
------	stated interest - general statement	
Least important		

Signature of interviewer

Signature

COMPUTER SEARCH

NAME:

DATE:
AGE:

OCCUPATION:

COLLEGE:

DESCRIPTION:

CODE	MEANING

Activities for OCCUPATIONAL DESCRIPTIONS

Ask members of the class to write down which job (occupation) they are most interested in pursuing. After obtaining the description of these jobs from the computer [using the Print - followed by the job number command], itemize the occupations [I alone followed by the job number, to get a series of descriptive numbers].

1. Have students decode the series of numbers, using the Student Guides.

2. Have students write letters to the "sources for further information." [If possible, have these letters mailed. Replies should come back to the individual students.]

   An interested student can be asked to keep a list of sources contacted and replies received.

3. Have students work on vocabulary.

   Underline abbreviations and make whole-words.

   Underline words and phrases they don't know and have them look them up in the dictionary.

4. Comparing and contrasting exercise:

   Obtain descriptions and itemizations of at least two occupations in the same cluster.

   Have students compare how they differ.
   Have students compare how they are the same.

Examples of occupations that might be compared and contrasted.

51 - ambulance driver
864 - physical therapist

or

201 - case worker, child welfare
845 - pediatrician
1183 - nursery school teacher

or

668 - lawyer
674 - legal secretary

or

5 - accountant
250 - clerk/typist

or

300 - cook, hotel and restaurant
359 - dietician
357 - diet aide

or

254 - clothes/fashion designer
253 - cloth designer

or

71 - manager of a beauty shop
108 - shampooer

Activities for
OCCUPATIONAL SEARCH

The following 3-page form is intended for completion by individual students prior to obtaining a computerized search. It might be helpful for students who either have no clear idea of what they want to do or can do, as well as for students whose plans might be improved by more information and by attending to their strengths and weaknesses.

C5

Name_____

Age_____

Job I Might Want_____

1. Which of the following areas might you want to work in? Check one or more than one.

_____Agriculture and Natural Resources (Forestry, Farming, Mining, and so on)
[1]

_____Business and Office
[2]

_____Communications and Media (Movies, TV, Radio, and so on)
[3]

_____Construction
[4]

_____Consumer and Homemaking (Food, Housing, Clothing, Child Care, and so on)
[5]

_____Environment (Pollution, Disease Control, and so on)
[6]

_____Fine Arts and Humanities (Dance, Writing, Drawing, Religion, History, and so on)
[7]

_____Health
[8]

_____Hospitality and Recreation (Travel Agencies, Hotels, and so on)
[9]

_____Manufacturing (Scientists, Engineers, Skilled and Unskilled Workers, and so on)
[10]

_____Marine Sciences
[11]

_____Marketing and Distribution (Sales, Marketing Research, and so on)
[12]

_____Personal Services (Cosmetology, Food, and so on)
[13]

_____Public Services (Education, Post Office, Public Health, and so on)
[14]

_____Transportation (Railroads, Buses, and so on)
[15]

2. Which, if any, of the following categories of jobs would you like? Check one or none.

_____ Professional and Technical (these usually need a college degree)
[A20]

_____ Clerical and Sales
[A40]

_____ Service (public and private service jobs)
[A60]

_____ Bench Work (using hands and tools to make or repair things)
[A140]

3. Which of each pair of things would you rather do? Check only one or none in a pair.

Work with people _____ [A201] .....or.....Work by yourself _____ [A200]

Work to help people _____ [A206] .....or.....Work with machines _____ [A207]

Work in a business setting _____ [A202] ....or....Work in a scientific setting _____ [A203]

Work that doesn't vary much _____ [A204] ....or....Work that does vary a lot _____ [A205]

4. Which of these things are you good at? Which are you not very good at? Check how good you think you are on each of the following.

	GOOD AT	AVERAGE	NOT VERY GOOD AT
Understanding and using words	_____ [A221]	_____	_____ [S221]
Working with numbers	_____ [A222]	_____	_____ [S222]
Working with printed materials (clerical work)	_____ [A225]	_____	_____ [S225]
Working with hands (like fixing or building)	_____ [A228]	_____	_____ [S228]
Working with your fingers (like knitting or typing)	_____ [A227]	_____	_____ [S227]
Working with differences in colors	_____ [A230]	_____	_____ [S230]

5. How much school do you think you will get?

Less than high school_____
[A240]

High school graduation_____
[A241]

2 years of college_____
[A243]

4 years of college_____
[A250]

More than 4 years of college_____
[E251/253]

Some vocational training_____
[E245/246/247]

Business school training_____
[E267/268]

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LOS ANGELES

JAN 19 1970

CLEARINGHOUSE FOR
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